

OXNARD SCHOOL DISTRICT

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



BOARD OF TRUSTEES

Mrs. Veronica Robles-Solis, President
Ms. Jarely Lopez, Clerk, Clerk
Ms. Monica Madrigal Lopez, Member
Ms. Debra M. Cordes, Member
Ms. MaryAnn Rodriguez, Member

ADMINISTRATION

Karling Aguilera-Fort, Ed.D.
District Superintendent
Dr. Anabolena DeGenna
Associate Superintendent,
Educational Services
Ms. Valerie Mitchell, MPPA
Interim Assistant Superintendent,
Business & Fiscal Services

AGENDA REGULAR BOARD MEETING Wednesday, November 2, 2022

5:00 PM - Open Meeting
7:00 PM - Return to Regular Board Meeting

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

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

Watch the meeting live: osdtv.oxnardsd.org

Broadcasted by Charter Spectrum, Channel 20 &
Frontier Communications, Channel 37

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

November 2, 2022

Section A: PRELIMINARY

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

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

ROLL CALL VOTE:

Cordes __ , Madrigal Lopez __ , Rodriguez __ , Lopez __ , Robles-Solis __

A.2. Pledge of Allegiance to the Flag

Mr. Nauman Zaidi, Principal, Ritche School, will introduce Joseph Martin, 5th grade student in Ms. Garcia's class at Ritche, Jahkahri Sturup, 3rd grade student in Ms. Mc Carthy Ritchie's class at Ritche, and Sierra Latiff, 3rd grade student in Ms. Mc Carthy Ritchie's class at Ritche, who will lead the audience in the Pledge of Allegiance.

A.3. District’s Vision and Mission Statement

The district's Vision will be read in English by Alice Lawrence and in Spanish by Eleanor Gonzalez, both 5th grade students in Ms. Ullrich's class at Ritche School. The district's Mission will be read in English by Carlos Razo and Mila Juanes and in Spanish by Natalia Ochoa, all 5th grade students in Ms. Ullrich's class at Ritche School.

A.4. Presentation by Ritche School

Mr. Nauman Zaidi, Principal, Ritche School, will provide a short presentation to the Board regarding Ritche. Tokens of appreciation will be presented to the students that participated in the Board Meeting.

A.5. Adoption of Agenda (Superintendent)

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes __ , Madrigal Lopez __ , Rodriguez __ , Lopez __ , Robles-Solis __

A.6. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

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

A.7. Closed Session

1. Pursuant to Section 54956.9 of Government Code:

Conference with Legal Counsel

- Existing Litigation:

- Oxnard School District et al. Central District No. CV-04304-JAK-FFM

- Anticipated Litigation:

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

- Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 1 case
2. Pursuant to Section 48916 of the Education Code the Board will consider student matters including:
 - Consider the Request to Expel Student:
Case No. 22-01 (Action Item)
 3. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:
 - Conference with Labor Negotiator:
Agency Negotiators: OSD Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP
Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential
 4. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:
 - Public Employee(s) Discipline/Dismissal/Release

A.8. Reconvene to Open Session (7:00 PM)

A.9. Report Out of Closed Session

The Board will report on any action taken in Closed Session or take action on any item considered in Closed Session, including expulsion of students.

A.10. Adoption and Presentation of Resolution #22-09 "School Psychology Awareness Week 2022" November 7-11, 2022 (DeGenna/Jefferson)

It is the recommendation of the Associate Superintendent, Educational Services and the Director, Special Education Services, that the Board of Trustees adopt Resolution #22-09 in recognition of Psychology Awareness Week 2022.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ___, Madrigal Lopez ___, Rodriguez ___, Lopez ___, Robles-Solis ___

A.11. Report on Independent Study 2022-23 (DeGenna/Thomas)

The Associate Superintendent, Educational Services and the Director, School Performance & Student Outcomes will provide information regarding the district's Independent Study Program for 2022-2023.

A.12. Introduction of Newly Appointed Oxnard School District Administrator (Aguilera-Fort)

Introduction of newly appointed Oxnard School District administrator:

- Terry Lopez, Assistant Principal, Brekke/Ritchen

Section B: PUBLIC COMMENT/HEARINGS

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

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

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

The Board particularly invites comments from parents of students in the District. If you would like to donate your (3) minutes of public speaking time, you must be present during public comments.

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

B.2. Public Hearing: Sunshine of the Oxnard Educators Association (OEA) and the Oxnard School District’s (District) Initial Proposals for 2022-2023 Negotiations, Pursuant to Government Code Section 3547 (Carroll)

Following this Public Hearing, it is the recommendation of the Director, Certificated Human Resources that the Board of Trustees authorize the District to enter into contract negotiations for the 2022-2023 school year and any additional years, as may be mutually agreed upon by the parties.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Madrigal Lopez ____, Rodriguez ____, Lopez ____, Robles-Solis ____

Section C: CONSENT AGENDA

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

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Madrigal Lopez ____, Rodriguez ____, Lopez ____, Robles-Solis ____

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

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

C.1. Acceptance of Gifts (DeGenna/Jefferson)

It is the recommendation of the Associate Superintendent, Educational Services and the Director, Special Education Services that the Board of Trustees accept the donation of motor room equipment, fine motor activities, curriculum and speech/language materials, from the Assistance League of Ventura County to San Miguel School.

C.2. Setting of Date for Public Hearing – Request for Approval to Submit General Waiver Request – Term Limits for Bond Oversight Committee (Mitchell)

It is the recommendation of the Interim Assistant Superintendent, Business and Fiscal Services that the Board of Trustees set the date of Wednesday, November 16, 2022 for a public hearing on the Oxnard School District’s intent to apply for a waiver of Education Code Section 15282 relative to term limits for members of the Measure D Bond Oversight Committee.

C.3. Adoption of Resolution #22-10 Biennial Review of Conflict of Interest Code (Mitchell)

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees adopt Resolution #22-10 incorporating the revisions through the Oxnard School District’s Biennial Review of Conflict of Interest Code, as presented.

C.4. Ratification of the Oxnard School District (District) and Oxnard Educators Association (OEA) 2022-2023 Memorandum of Understanding, Agreement #22-166, re: Home/Hospital Instruction Hourly Rates (Carroll)

It is the recommendation of the Director, Certificated Human Resources that the Board of Trustees ratify and adopt Agreement #22-166/MOU between the District and OEA regarding the 2022-2023 Home/Hospital Instruction Hourly rate, as presented.

C.5. Personnel Actions (Carroll/Torres)

It is the recommendation of the Director, Certificated Human Resources, and the Director, Classified Human Resources that the Board of Trustees approve the Personnel Actions, as presented.

C.6. Establishment and Abolishment of Positions (Carroll/Torres)

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

C.7. Approval of Senior Human Resources Analyst Salary Reallocation (Torres)

It is the recommendation of the Personnel Commission and the Director, Classified Human Resources, that the Board of Trustees approve the salary allocation for the classification of Senior Human Resources Analyst, as presented.

Section C: APPROVAL OF AGREEMENTS

It is recommended that the Board approve the following agreements:

C.8. Approval of Agreement #22-161, Porfirio Gutierrez (DeGenna/Ruvalcaba)

It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Associate Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-161 with Porfirio Gutierrez, to provide a presentation to families at Lemonwood Elementary School on November 8, 2022 focusing on the Mixteco and Zapoteco indigenous groups, in the amount not to exceed \$3,000.00, to be paid out of Supplemental Concentration

Funds.

C.9. Approval of Agreement #22-165 – Hip Hop Mindset (Aguilera-Fort/Shea)

It is the recommendation of the Director, Enrichment & Specialized Programs, and the Superintendent, that the Board of Trustees approve Agreement #22-165 with Hip Hop Mindset, to provide Social Media management, content creation, and posting services for the Oxnard School District Instagram and Facebook accounts for all 21 school sites in the district, November 17, 2022 through June 30, 2023, in the amount not to exceed \$60,000.00, to be paid out of Supplemental Concentration Funds.

C.10. Approval of Agreement #22-164, School Services of California (Aguilera-Fort/Mitchell)

It is the recommendation of the Superintendent and the Interim Assistant Superintendent, Business and Fiscal Services, that the Board of Trustees approve Agreement #22-164 with School Services of California, to conduct an organizational review of the Human Resources Department, November 3, 2022 through September 30, 2023, in the amount not to exceed \$55,000.00, to be paid from the General Fund.

Section C: RATIFICATION OF AGREEMENTS

It is recommended that the Board ratify the following agreements:

C.11. Ratification of Agreement #22-162 – University of La Verne (Carroll)

It is the recommendation of the Director, Certificated Human Resources, that the Board of Trustees ratify Agreement #22-162 with the University of La Verne, to provide fieldwork experience through directed teaching, practicum experience, and/or fieldwork to students enrolled in the University's undergraduate and graduate programs, September 15, 2022 through September 14, 2025, at no cost to Oxnard School District.

C.12. Ratification of Agreement #22-149 – Cinnamon Hills Youth Crisis Center (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education, and the Associate Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-149 with Cinnamon Hills Youth Crisis Center, for Non-Public School (NPS) services for Student MP042409 during the 2022-2023 school year, including Extended School Year, in the amount of \$178,545.21, to be paid out of Special Education Funds.

C.13. Ratification of Agreement #22-157 – HopSkipDrive, Inc. (Mitchell/Galvan)

It is the recommendation of the Director of Transportation, and the Interim Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees ratify Agreement #22-157 with HopSkipDrive, Inc., to supplement the districts' transportation programs using sedans, mini-vans, and SUV's to assist in transporting McKinney-Vento, special-needs, out of district students, and hard-to-serve trips to and from school, July 1, 2022 through June 30, 2023, in the amount not to exceed \$100,000.00, to be paid out of the General Fund.

C.14. Ratification of Agreement/MOU #22-163 – County of Ventura (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education, and the Associate Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-163 with the County of Ventura, to provide Special Education Home and School Based Mental Health Services on an as needed basis per IEP's, July 1, 2022 through June 30, 2023, in the amount \$834,624.00, to be paid out of Special Education Funds.

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

Section D: ACTION ITEMS

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

D.1. Consideration of Employment Agreement: Assistant Superintendent, Human Resources – Dr. M. Natalia Torres (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board of Trustees approve the employment agreement for Dr. M. Natalia Torres as Assistant Superintendent, Human Resources, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Madrigal Lopez ____, Rodriguez ____, Lopez ____, Robles-Solis ____

D.2. Adoption of Resolution #22-11 Authorizing Award of Sole Source Contract (Mitchell/Miller)

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees adopt Resolution #22-11 to authorize the District to negotiate and enter into an agreement (“Agreement”) with Johnson Controls Fire Protection Inc., for fire alarm panel replacement under the “sole source” exemption, which does not require a competitive bidding process, in the amount not to exceed \$47,500.00, to be paid out of Routine Restricted Maintenance Funds.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Madrigal Lopez ____, Rodriguez ____, Lopez ____, Robles-Solis ____

D.3. Approval of SPSA for 2022-2023 School Year - School Plans for Student Achievement - Fremont School (DeGenna/Thomas)

It is the recommendation of the Associate Superintendent, Educational Services, and the Director of School Performance and Student Outcomes that the Board of Trustees approve the SPSA for Fremont School for the 2022-2023 School Year, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Madrigal Lopez ____, Rodriguez ____, Lopez ____, Robles-Solis ____

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

D.4. Approval of Revised District Mission and Vision (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board of Trustees approve the revised district Mission and Vision, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ___, Madrigal Lopez ___, Rodriguez ___, Lopez ___, Robles-Solis ___

Section E: APPROVAL OF MINUTES

E.1. Approval of Minutes (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board of Trustees approve the minutes of Board meetings, as presented:

- October 19, 2022 Regular Meeting

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ___, Madrigal Lopez ___, Rodriguez ___, Lopez ___, Robles-Solis ___

Section F: BOARD POLICIES

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

F.2. Second Reading and Adoption of Revisions to E 9270 Conflict of Interest (Mitchell)

It is the recommendation of the Interim Assistant Superintendent, Business and Fiscal Services, that the Board of Trustees approve and adopt the revisions to E 9270 Conflict of Interest at Second Reading, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ___, Madrigal Lopez ___, Rodriguez ___, Lopez ___, Robles-Solis ___

Section G: CONCLUSION

G.1. Superintendent’s Report (3 minutes)

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

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

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

G.3. ADJOURNMENT

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes __ , Madrigal Lopez __ , Rodriguez __ , Lopez __ , Robles-Solis __

Karling Aguilera-Fort, Ed. D.

District Superintendent and Secretary to the Board of Trustees

This notice is posted in conformance with the provisions of Chapter 9 of the Government Code, in the front of the Educational Services Center; 1051 South A Street , Oxnard, California by 5:00 p.m. on Friday, October 28, 2022.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section A: Preliminary

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

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

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

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section A: Preliminary

Closed Session

1. Pursuant to Section 54956.9 of Government Code:
Conference with Legal Counsel
 - Existing Litigation:
 - Oxnard School District et al. Central District No. CV-04304-JAK-FFM
 - Anticipated Litigation:
 - Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 1 case

2. Pursuant to Section 48916 of the Education Code the Board will consider student matters including:
Consider the Request to Expel Student:
Case No. 22-01 (Action Item)

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

4. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:
 - Public Employee(s) Discipline/Dismissal/Release

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section A: Preliminary

Reconvene to Open Session (7:00 PM)

Reconvene to Open Session (7:00 PM)

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section A: Preliminary

Report Out of Closed Session

The Board will report on any action taken in Closed Session or take action on any item considered in Closed Session, including expulsion of students.

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 02, 2022

Agenda Section: Section A: Preliminary

Adoption and Presentation of Resolution #22-09 "2022 School Psychology Awareness Week" November 7-11, 2022 (DeGenna/Jefferson)

The National Association of School Psychologists, (NASP) has recognized November 7-11, 2022 as School Psychology Awareness Week, "Together We Shine"

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

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Associate Superintendent, of Educational Services, and the Director, of Special Education Services, that the Board of Trustees adopt Resolution #22-09, in recognition of 2022 Psychology Awareness Week.

ADDITIONAL MATERIALS:

Attached: [#22-09 Resolution- Psych Awareness Week Board 11 02 22.pdf](#)



**RESOLUTION NO. 22-09
OXNARD SCHOOL DISTRICT
BOARD OF TRUSTEES**

***School Psychology Awareness Week
November 7-11, 2022***
"Together We Shine"

WHEREAS, children have a natural propensity to learn and have the right to learn; and

WHEREAS, it is imperative that society emphasizes the needs of children and youth and invest in education as a top priority; and

WHEREAS, to enhance the total environment in which children live and grow, schools must apply sound psychological principles to instruction and learning, cultivate children’s intellectual, social and emotional development, meet the educational needs of our culturally diverse student population, and promote early intervention to ensure students’ scholastic success; and

WHEREAS, school psychologists help parents and educators foster healthy child development and are the school-based experts in children’s learning and psychological development; and

WHEREAS, school psychologists are leaders in assessing and recommending interventions for at-risk students while promoting the endless possibilities for academic and personal success in the lives of the students they serve; and

WHEREAS, school psychologists facilitate collaboration to help parents and educators identify and reduce factors, promote protective factors, create safe and caring schools, access community resources to help students feel connected, supported, and ready to achieve their individual goals; and

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Oxnard School District proclaims the week of November 7-11, 2022, as ***School Psychology Awareness Week***, and encourages staff and the community at large to celebrate the essential contributions of this vital profession.

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

Adopted this 2nd day of November 2022.

President, Board of Trustees

Clerk, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 02, 2022

Agenda Section: Section A: Report

Report on Independent Study 22-23 (DeGenna/Thomas)

The Independent Study program provides an optional instructional program placement for families whose child's needs may be best met through study outside of the regular classroom setting. This is a report of the Long-Term Independent Study Program plan which includes goals, activities/strategies, and a budget to improve student outcomes.

FISCAL IMPACT:

N/A

RECOMMENDATION:

Information Only

ADDITIONAL MATERIALS:

Attached: [Report-Independent Study 22-23 \(50 pgs\).pdf](#)

[Presentation-Independent Study Program Plan 11-2-22 \(9 pgs\).pdf](#)



Independent Study Plan for Student Achievement

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

Program Name	County-District-School (CDS) Code
Independent Study	N/A

Purpose and Description

Program Name: Independent Study

Program Description

Serving the students and families of the Oxnard School District, the Long-Term Independent Study Program provides an optional instructional program placement for families whose students' needs may be best met through study outside of the regular classroom setting, for students who desire a more challenging educational experience, or for students whose health or other personal circumstances make classroom attendance difficult. The Independent Study Program follows the Vision and Mission statements of the Oxnard School District. Vision: Empowering all children to achieve excellence. Mission: Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career readiness.

Independent Study also supports the Oxnard School District's vision for a comprehensive Student Profile and will continue aligning school-wide systems and practices to meet the seven characteristics of the OSD Student Profile, which include:

1. Innovator: Students will be creative writers, successful readers and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.
2. Problem Solver: Students will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.
3. Achiever: Students will be able to demonstrate their knowledge on local and state measures in all academic areas.
4. Global Thinker: Students will be compassionate, multilingual, multicultural, and global thinkers; able to understand and to convey pride in their identity, heritage, and history.
5. Collaborator: Students will be collaborative learners; able to communicate and learn through and with others.
6. Digital Learner: Students will be technologically, artistically, academically and linguistically prepared to succeed and to lead.
7. Focused on the Future: Students will be high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.

Set within an online learning context, Independent Study teachers deliver grade-level, standards-based curriculum, instruction, and assessments to students within an interactive Learning Management System (LMS) to promote student engagement in both synchronous and asynchronous instructional modalities. Following a more hybrid approach to Independent Study, students in grades TK – 3 are required to attend a minimum of 60 minutes of daily, synchronous

instructional minutes with the teacher. Students in grades 4 – 8 are required to attend a minimum of 30 minutes of daily synchronous instructional meetings with the teacher or other staff member to maintain school connectedness and a minimum of 60 minutes of weekly synchronous instructional meetings with the teacher. Asynchronous assignments are delivered through the LMS across all core content areas including physical education. Each assignment is assigned a time equivalent for attendance purposes. The daily total of synchronous and asynchronous minutes is equivalent to the required instructional minutes per grade as determined by Board Policy. The following are the grade level minimums for daily instructional minutes: 267 minutes for Kinder; 305 minutes for grades 1-3; 310 minutes for grades 4-5; and 349 minutes for grades 6-8. Understanding that our students are participating from their home environment, teachers utilize both district-adopted curriculum and supplemental instructional resources to create opportunities for students to engage in both synchronous and asynchronous instructional materials in ways that maintain their interest and motivation throughout their enrollment in the program. When appropriate, in-person activities will be made available to students at the program's physical location in order to offer students the option to engage in learning activities with age-like peers. Also, when appropriate, the Independent Study Program will coordinate in-person field trips to extend students' online learning experiences in order to make real world connections to standards being taught. Students in the Independent Study Program receive a report card at the end of every trimester and will be required to take both the district and state-level formative and/or summative assessments. Benchmark assessment data, classwork, and overall grades are reviewed throughout the year to ensure students are making adequate growth.

The overarching academic goal of the Independent Study Program is to improve student outcomes for all students. Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data in order to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instructional practices within an online learning context;
3. Provide English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Hovercams, Canvas - Learning Management System) to enhance student engagement; and,
5. Develop and implement student supports and interventions to address students academic achievement and/or social/emotional learning needs.

Following a Multi-Tiered Systems of Support (MTSS) approach, the Independent Study team, which is comprised of teachers, a counselor, Special Education staff, an administrator, and classified support staff, closely monitors student performance and progress during synchronous and asynchronous instruction. Teachers provide individual or small group instruction and/or office hours to support students who may be in need of additional support. The counselor provides weekly Social Emotional Learning lessons to students, monitors students' weekly engagement and attendance, facilitates individual and/or small group counseling support services to students identified in need of additional support, schedules SST or 504 meetings based on student need, and communicates with parents to identify additional supports and services available. In addition, students with special needs received Specialized Academic Instruction, speech and language supports, and/or individualized counselling services and supports within a virtual setting as identified within their Individualized Education Plan. The Independent Study team also follows up with students and parents to meet the needs of families to ensure students have access to WiFi in the home, a working iPad, curriculum, and other instructional materials as needed. Home visits are conducted for a variety of reasons, including verifying residency, delivering curriculum, and/or

conducting wellness checks. For students who do not make satisfactory educational progress and/or do not attend daily/weekly synchronous instruction with the teacher, a four step, tiered re-engagement and evaluation process involving conferences with the student, parent, teacher, counselor, and/or administrator is initiated to determine whether Independent Study is appropriate for the student or whether the student should return to the regular, in-person school program. For students with an IEP or Section 504, placement decisions will be conducted through the IEP or Section 504 process.

Parent and family engagement plays a critical role in ensuring students' educational success, especially for students enrolled in the Independent Study Program. During program registration and orientation, clear expectations for teacher, student, and parent responsibilities are established and agreed upon in order to ensure students will have success in Independent Study. Student and parent feedback received from ongoing synchronous instruction, school-home communication and periodic parent surveys guides the planning, implementation, and evaluation of the Independent Study Program in order to improve the overall effectiveness of the program. At the same time, administration will meet with program staff on a regular basis to analyze and monitor student achievement data and social/emotional learning outcomes in order to improve curriculum, instruction, and assessment. Moreover, by offering a rigorous academic curriculum taught using data driven instructional practices, by maintaining high expectations for student success, and by strengthening home-school partnerships, the Independent Study Program will meet the goals identified within this plan for student achievement.

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Program and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	N/A%	N/A%	1%	N/A	N/A	N/A
African American	N/A%	N/A%	1%	N/A	N/A	N/A
Asian	N/A%	N/A%	0%	N/A	N/A	N/A
Filipino	N/A%	N/A%	0%	N/A	N/A	N/A
Hispanic/Latino	N/A%	N/A%	93%	N/A	N/A	N/A
Pacific Islander	N/A%	N/A%	0%	N/A	N/A	N/A
White	N/A%	N/A%	4%	N/A	N/A	N/A
Multiple/No Response	N/A%	N/A%	0%	N/A	N/A	N/A
Total Enrollment				N/A	N/A	230

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	N/A	N/A	16
Grade 1	N/A	N/A	19
Grade 2	N/A	N/A	27
Grade 3	N/A	N/A	23
Grade 4	N/A	N/A	17
Grade 5	N/A	N/A	24
Grade 6	N/A	N/A	45
Grade 7	N/A	N/A	26
Grade 8	N/A	N/A	33
Grade 9	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A
Total Enrollment	N/A	N/A	230

Conclusions based on this data:

During the 2021-22 school year, districts throughout the state of California were required to offer Independent Study to families as a result of the COVID-19 Pandemic. This was the first year the Oxnard School District offered Independent Study to families. Ethnicity data was not collected during the 2021-22 school year. For the 2022-23

school year, districts are no longer required to provide Independent Study to families. At the start of the current school year, the program opened with approximately 50 students and has since grown to 72 students by mid-October. Currently, 93% of the student population is identified as Hispanic, 4% White, 1% African American, and 1% American Indian/Alaska Native.

Program and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Fluent English Proficient (FEP)	N/A	N/A	N/A	N/A	N/A	N/A
Reclassified Fluent English Proficient (RFEP)	N/A	N/A	N/A	N/A	N/A	N/A

Conclusions based on this data:

The Independent Study Program was not created until the 2021-22 school year, hence, there is no data to report in this table. Based on current student enrollment for the 2022-23 school year, 33% of students are classified as English Learners, 0% Fluent English Proficient, and 18% of students are designated as Reclassified Fluent English Proficient. Independent Study Program teachers provide English Language Development to support English Learners' progress in Reading, Writing, Listening and Speaking, while monitoring RFEP students' academic progress during core instruction.

Program and Student Performance Data

OSD INDEPENDENT STUDY PROGRAM Fall 2022 Data

Fall Baseline 2022 State Benchmark		
STAR Reading	%	District %
Level 4	15%	6.5%
Level 3	25%	18.1%
Level 2	30%	25.1%
Level 1	30%	50.3%
Total Participation:	98%	94%

Fall Baseline 2022 State Benchmark		
STAR Math	%	District %
Level 4	7%	4.5%
Level 3	15%	13.6%
Level 2	27%	28.7%
Level 1	51%	53.2%
Total Participation:	95.2%	81%

ELPAC Proficiency Level	%
Emerging	5%
Expanding	71%
Bridging	24%
Total ELs:	33%
Total RFEP:	18%

Conclusions based on this data:

Tests results have been provided using school/district benchmarks. Based on Star 360 Reading formative assessment data, the percentage of students scoring at (Level 3) or above (Level 4) benchmark across all grade levels ranges is 40%. Based on Star 360 Math data, the percentage of students scoring at or above benchmark across all grade levels is 22%. These results support the need for literacy and math intervention and support across all grade levels in order to improve students' language proficiency and math reasoning skills. By analyzing Star 360 for their grade level spans, Independent Study teachers, working collaboratively with their peers and program staff within a PLC setting, will continue to identify students' skill deficits in the area of language arts and math so that they may strategically provide students opportunities during synchronous instruction to address their specific literacy and math needs. Throughout the school year, teachers will progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Students not meeting grade-level standards will be referred to the SST process. To further support students' needs in the area of literacy, teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills. In the area of math, teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program as well as continue to promote students' participation and engagement with ST Math, which serves as an additional instructional resource for building students' mathematical reasoning skills.

Program and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	12	18	5	12	18	4	12	18	4	100%	100%	80%
Grade 4	N/A	12	6	N/A	12	4	N/A	12	4	N/A	100%	67%
Grade 5	N/A	N/A	10	N/A	N/A	9	N/A	N/A	9	N/A	N/A	90%
Grade 6	N/A	N/A	16	N/A	N/A	15	N/A	N/A	15	N/A	N/A	94%
Grade 7	N/A	N/A	12	N/A	N/A	12	N/A	N/A	12	N/A	N/A	100%
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	12	30	49	12	30	44	12	30	44	100%	100%	90%

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	N/A	8%	0%	0%	17%	23%	32%	17%	33%	23%	58%	43%	45%

2019-20 Data:

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2020-21 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

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Conclusions based on this data:

CAASPP ELA data is based on the current 2022-23 student cohort. Due to small sample sizes, CAASPP data was not statistically significant to provide grade-level percentages for overall achievement. Due to the shortened SBAC assessment administered during the 2021-22 school year, data at the domain level was not available for analysis. As mentioned previously, as a result of there being 32% of students who have met/exceeded benchmark in ELA, Independent Study Program teachers and staff will continue to work collaboratively to identify and implement research-based strategies during synchronous, standards-based instruction to improve students' proficiency in the area of literacy. Academic writing will serve as an area of focus, while encouraging students to meet their trimester

Accelerated Reader goals. Daily engagement in Lexia will also be required as part of asynchronous instructional minutes.

Program and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	12	17	5	12	17	4	12	17	4	100%	94%	80%
Grade 4	N/A	12	6	N/A	12	4	N/A	12	4	N/A	100%	67%
Grade 5	N/A	N/A	10	N/A	N/A	9	N/A	N/A	9	N/A	N/A	90%
Grade 6	N/A	N/A	16	N/A	N/A	15	N/A	N/A	15	N/A	N/A	94%
Grade 7	N/A	N/A	12	N/A	N/A	12	N/A	N/A	12	N/A	N/A	100%
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	12	29	49	12	29	44	12	29	44	100%	97%	90%

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	N/A	0%	0%	0%	17%	17%	5%	25%	17%	23%	58%	66%	72%

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Conclusions based on this data:

CAASPP Math data is based on the current 2022-23 student cohort. Due to small sample sizes, CAASPP data was not statistically significant to provide grade-level percentages for overall achievement. Due to the shortened SBAC assessment administered during the 2021-22 school year, data at the domain level was not available for analysis. As a result of there being only 5% of students who have met/exceeded benchmark in ELA, Independent Study Program has identified Math as a top priority for instruction. Teachers and staff will work collaboratively to identify and implement research-based strategies during synchronous, standards-based instruction to improve students' proficiency in the area of literacy. Implementation of Mathematical Mindset strategies will serve as an area of focus to supplement district adopted curriculum, while requiring students to engage daily in ST Math as part of their asynchronous instructional minutes.

Program and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
1	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
2	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
3	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
4	*	*	*	*	*	*	*	*	*	N/A	5	3
5	*	*	*	*	*	*	*	*	*	N/A	N/A	3
6	*	*	*	*	*	*	*	*	*	N/A	N/A	4
7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
9	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
10	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
12	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	N/A	N/A	*	4	N/A	1									
1	N/A	N/A	*	5	4	1									
2	N/A	N/A	*	5	5	0									
3	N/A	*	*	5	5	3									
4	*	*	*	*	*	*	*	*	*	*	*	*	N/A	5	3
5	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	3
6	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	4
7	N/A	N/A	*	N/A	N/A	N/A									
8	N/A	N/A	*	N/A	N/A	N/A									
9	N/A	N/A	*	N/A	N/A	N/A									
10	N/A	N/A	*	N/A	N/A	N/A									
11	N/A	N/A	*	N/A	N/A	N/A									
12	N/A	N/A	*	N/A	N/A	N/A									
All Grades	N/A	N/A	*	19	19	15									

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	N/A	N/A	*	4	N/A	1									
1	N/A	N/A	*	5	4	1									
2	N/A	N/A	*	5	5	0									
3	N/A	*	*	5	5	3									
4	*	*	*	*	*	*	*	*	*	*	*	*	N/A	5	3
5	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	3
6	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	4
7	N/A	N/A	*	N/A	N/A	N/A									
8	N/A	N/A	*	N/A	N/A	N/A									
9	N/A	N/A	*	N/A	N/A	N/A									
10	N/A	N/A	*	N/A	N/A	N/A									
11	N/A	N/A	*	N/A	N/A	N/A									
12	N/A	N/A	*	N/A	N/A	N/A									
All Grades	N/A	N/A	*	19	19	15									

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	N/A	N/A	*	4	N/A	1									
1	N/A	N/A	*	5	4	1									
2	N/A	N/A	*	5	5	0									
3	N/A	*	*	5	5	3									
4	*	*	*	*	*	*	*	*	*	*	*	*	N/A	5	3
5	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	3
6	*	*	*	*	*	*	*	*	*	*	*	*	N/A	N/A	4
7	N/A	N/A	*	N/A	N/A	N/A									
8	N/A	N/A	*	N/A	N/A	N/A									
9	N/A	N/A	*	N/A	N/A	N/A									
10	N/A	N/A	*	N/A	N/A	N/A									
11	N/A	N/A	*	N/A	N/A	N/A									
12	N/A	N/A	*	N/A	N/A	N/A									
All Grades	N/A	N/A	*	19	19	15									

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
1	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
2	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
3	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
4	*	*	*	*	*	*	*	*	*	N/A	5	3
5	*	*	*	*	*	*	*	*	*	N/A	N/A	3
6	*	*	*	*	*	*	*	*	*	N/A	N/A	4
7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
9	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
10	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
12	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
1	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
2	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
3	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
4	*	*	*	*	*	*	*	*	*	N/A	5	3
5	*	*	*	*	*	*	*	*	*	N/A	N/A	3
6	*	*	*	*	*	*	*	*	*	N/A	N/A	4
7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
9	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
10	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
12	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
1	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
2	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
3	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
4	*	*	*	*	*	*	*	*	*	N/A	5	3
5	*	*	*	*	*	*	*	*	*	N/A	N/A	3
6	*	*	*	*	*	*	*	*	*	N/A	N/A	4
7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
9	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
10	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
12	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	4	N/A	1
1	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	4	1
2	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	5	5	0
3	N/A	*	*	N/A	*	*	N/A	*	*	5	5	3
4	*	*	*	*	*	*	*	*	*	N/A	5	3
5	*	*	*	*	*	*	*	*	*	N/A	N/A	3
6	*	*	*	*	*	*	*	*	*	N/A	N/A	4
7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
9	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
10	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
12	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	N/A
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	19	19	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

ELPAC data is based on the current 2022-23 student cohort. Due to small sample sizes, ELPAC data was not statistically significant to provide percentages and mean scale scores at the grade level and for all grades. Based on data for our current English Learners, Independent Study Program teachers will provide English Language Development to increase English Learners' skills in the areas of Reading, Writing, Listening, and Speaking. Teachers will also scaffold daily/weekly synchronous instruction to increase English Learners' access to grade-level standards. Students will be encouraged to practice their oral speaking skills during synchronous lessons, while teachers model academic vocabulary and sentence structure.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality first instruction
 To provide opportunities for teachers through focused collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2021-22 CAASPP Data (All Students): Met/Exceeded: 32% Nearly Met: 23% Not Met: 45%	2022-23 CAASPP Expected Outcomes (All Students): Met/Exceeded: 40% Nearly Met: 25% Not Met: 35%
CAASPP Math	2021-22 CAASPP Data (All Students): Met/Exceeded: 5% Nearly Met: 23% Not Met: 72%	2022-23 CAASPP Expected Outcomes (All Students): Met/Exceeded: 15% Nearly Met: 25% Not Met: 60%
ELPAC	Based on 2021-22 ELPAC Data (All Students): 0% of students scored at Level 1 (Beginning Stage) 43% of students scored at Level 2 (Somewhat Developed) 36% of students scored at Level 3 (Moderately Developed) 21% of students scored at Level 4 (Well Developed)	2021-22 ELPAC Expected Outcomes (All Students for Overall Language): Decrease combined percentage of students scoring at Levels 1 and 2 to 35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading	Based on Fall, 2022 STAR 360 Data (All Students): Level 1 (Below Benchmark): 30% Level 2 (Approaching Benchmark): 30% Level 3 (At Benchmark): 25% Level 4 (Above Benchmark): 15%	2022-23 STAR 360 Reading Expected Outcomes (All Students): Level 1 (Below Benchmark): 20% Level 2 (Approaching Benchmark): 20% Level 3 (At Benchmark): 35% Level 4 (Above Benchmark): 25%
STAR 360 Math	Based on Fall, 2022 STAR 360 Data (All Students): Level 1 (Below Benchmark): 51% Level 2 (Approaching Benchmark): 27% Level 3 (At Benchmark): 15% Level 4 (Above Benchmark): 7%	2022-23 STAR 360 Reading Expected Outcomes (All Students): Level 1 (Below Benchmark): 41% Level 2 (Approaching Benchmark): 17% Level 3 (At Benchmark): 25% Level 4 (Above Benchmark): 17%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study will provide staff with the necessary materials, supplies, and professional development to support teacher collaboration and instruction of common core standards within an online learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study will provide teachers with access to a learning management system offering an online, all-inclusive core curriculum program to enable teachers to focus on planning, instruction, assessment, grading, attendance, intervention, and enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

75,000.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will provide teachers with supplemental instructional resources to enrich core curriculum including, but not limited to, class sets of literature and science lab materials for synchronous/asynchronous instruction and, when possible, in-person learning activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will provide teachers with academic intervention instructional resources to support students who are identified as being below grade level in English Language Arts and/or Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will support transportation and registration fee expenses related to grade-level field trips that are aligned to Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative CAASPP and ELPAC assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs for all Independent Study students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

The Independent Study Program staff, which includes an Resource Specialist Teacher, a Speech and Language Pathologist, a School Psychologist, and a Special Education Program Manager, will monitor progress targeted to special needs on annual goals and objectives, provide support services within identified areas of need (ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional), determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners English Language Development instruction using effective instructional strategies and district adopted curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will continue the implementation of a systematic writing process (K-8) based on the California Common Core Writing Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program staff will recognize students for their academic progress and achievement through the use of rewards and incentives, including 8th grade promotion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the effectiveness of overall implementation and any changes which may be a result of this analysis.

2022-23 is the first year for developing a plan for student achievement for the Independent Study Program. As a result, this year will serve as a baseline year for measuring the effectiveness of the overall implementation of this plan in order to make improvements to the program in coming years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

Develop, support and enforce school-wide expectations
 Encourage Positive Behavior
 Provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance	No baseline data recorded to date.	Improve student attendance based on engagement in synchronous and asynchronous instruction.
Social/Emotional Wellbeing	No Panorama baseline data has been collected to date.	2022-23 Expected Outcomes: Increase Panorama Survey Results by 5% for K-2, 3-5 and 6-8 grade clusters.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student attendance rates, based on student engagement in synchronous and asynchronous instruction, will be monitored by Independent Study Program staff (teachers, counselor, principal, support staff). For students who are not making satisfactory educational progress (e.g., not

meeting criteria identified within the Independent Study Master Agreement), Independent Study Program staff will hold Re-Engagement and Evaluation meetings with students and parents to improve student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The program counselor will provide ongoing Social Emotional Learning lessons to students as a Tier I instructional strategy, along with individualized and/or small group counselling support services in order to address students' social, and emotional needs. Students whose needs require more long-term services will be referred to outside agencies for additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Teachers will utilize daily/weekly synchronous instruction to engage students in standards-based instruction with their peers in ways that promote students' social skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Teachers and staff will promote positive relationships and foster open communication with students and families in order to build relational trust and better identify students' needs and needed supports/services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students, staff, and parents will participate in the district-wide Panorama Survey for data collection related to social-emotional health in order to improve systems of supports and services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the MTSS model using the SST process in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff will participate in mandatory trainings including: Mandated Reporting, Active Assailant, Bullying Prevention, and Threat Assessment training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will purchase an attendance accountability system in order to more efficiently track student engagement during synchronous and asynchronous instruction to identify students in need of academic/social/emotional support, as well as students meeting criteria for the Re-Engagement and Evaluation process to determine if Independent Study is an appropriate placement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000.00

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program staff will recognize students for their positive attendance and engagement through the use of rewards and incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the effectiveness of overall implementation and any changes which may be a result of this analysis.

2022-23 is the first year for developing a plan for student achievement for the Independent Study Program. As a result, this year will serve as a baseline year for measuring the effectiveness of the overall implementation of this plan in order to make improvements to the program in coming years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through School and District websites and social media so parents and community members are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	Baseline data to be collected during the 2022-23 school year.	Increased parent involvement in students' educational learning program.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Independent Study Program will host Back to School Night and, when possible, Parent Nights to increase parent involvement in students' educational programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program staff (e.g., counselor, principal) will conduct home visits for the purposes of performing a wellness check, verifying residency, and delivering curriculum and/or instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program Staff will conduct outreach to parents to inform them of their child's attendance, engagement, and academic progress to ensure parents are providing the necessary supports at home for students to experience success in the program. Parents will be encouraged to monitor their own child's attendance and progress. Progress reports and trimester report cards will be mailed home throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Independent Study Program staff will facilitate orientations during the enrollment process to review with parents and students the Independent Study Master Agreement, the program's goals and objectives, discuss expectations and responsibilities to ensure successful outcomes, and identify any academic/social/emotional needs that require specific supports/services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the effectiveness of overall implementation and any changes which may be a result of this analysis.

2022-23 is the first year for developing a plan for student achievement for the Independent Study Program. As a result, this year will serve as a baseline year for measuring the effectiveness of the overall implementation of this plan in order to make improvements to the program in coming years.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	90,500.00
Goal 2	20,500.00
Goal 3	750.00

INDEPENDENT STUDY PROGRAM PLAN

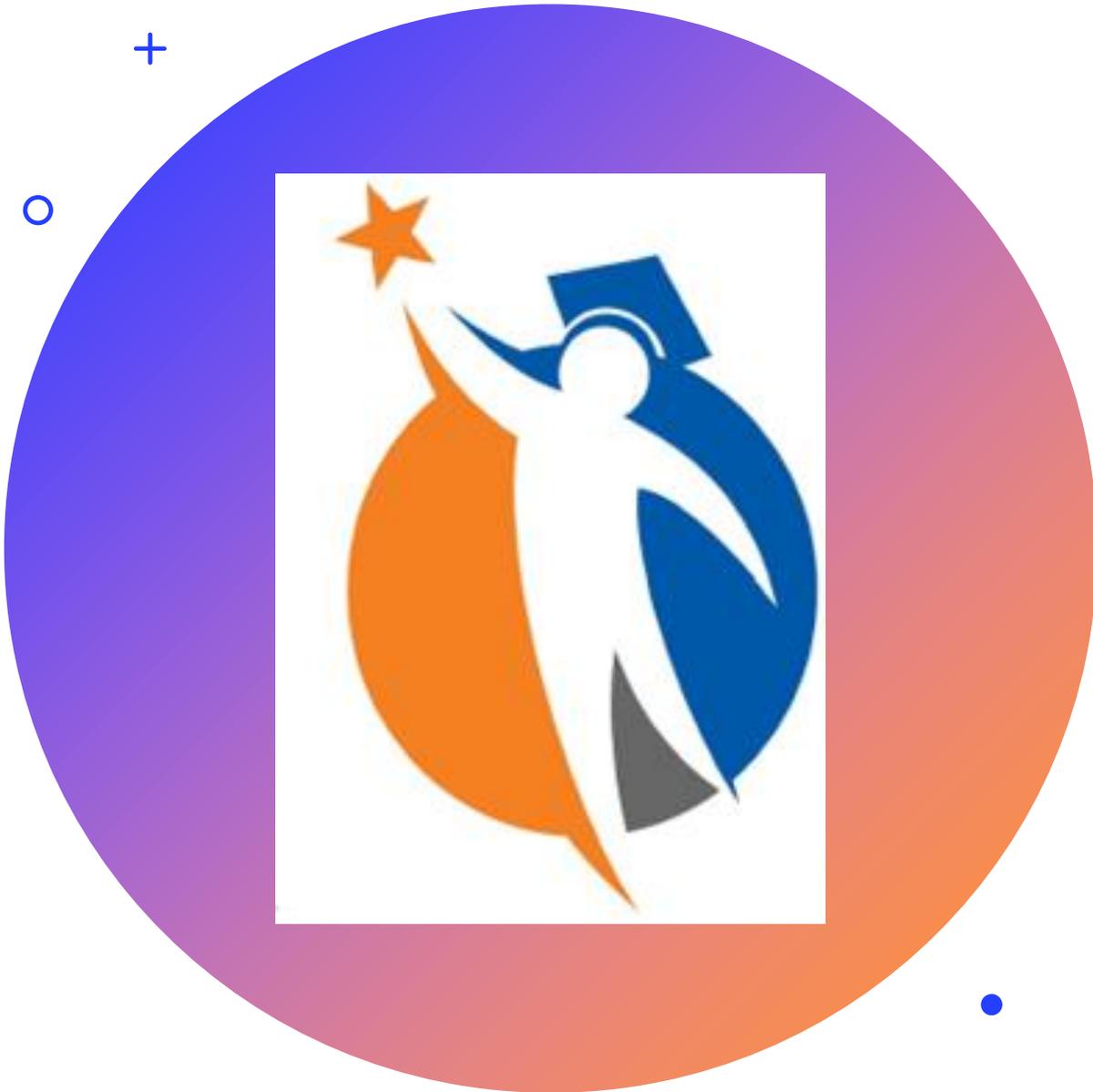
Oxnard School District
November 2022





CONTENTS

Purpose and Description
Student Performance Data
Goals
Activities/Strategies
Budget



Purpose and Description

- Addresses:
- District Mission and Vision
- Student Profile
- Program Parameters
- Instructional Goals
- Meeting Student Needs
- Parent and Family Engagement

DATA

Baseline data

Fall Baseline 2022 State Benchmark		
STAR Reading	%	District %
Level 4	15%	6.5%
Level 3	25%	18.1%
Level 2	30%	25.1%
Level 1	30%	50.3%
Total Participation:	98%	94%

Fall Baseline 2022 State Benchmark		
STAR Math	%	District %
Level 4	7%	4.5%
Level 3	15%	13.6%
Level 2	27%	28.7%
Level 1	51%	53.2%
Total Participation:	95.2%	81%

ELPAC Proficiency Level	%
Emerging	5%
Expanding	71%
Bridging	24%
Total ELs:	33%
Total RFEP:	18%

GOAL 1

+

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Metric Outcomes
Strategies/Activities
Costs

○

GOAL 2

+ •

The social-emotional, health and well-being of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Metric Outcomes
Strategies/Activities
Costs

○

GOAL 3

+
•

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Metric Outcomes
Strategies/Activities
Costs

○



BUDGET

Costs by Goal



+



o



.

THANK YOU!

Questions?

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section A: Preliminary

Introduction of Newly Appointed Oxnard School District Administrator (Aguilera-Fort)

Introduction of newly appointed Oxnard School District administrator:

- Terry Lopez, Assistant Principal, Brekke/Ritchen

FISCAL IMPACT:

Informational only.

RECOMMENDATION:

The newly appointed administrator will be introduced to the Board of Trustees.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section B: Hearing

Public Comment (3 minutes per speaker)/Comentarios del Público (3 minutos por cada ponente)

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

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

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: November 02, 2022

Agenda Section: Section B: Hearing

Public Hearing: Sunshine of the Oxnard Educators Association (OEA) and the Oxnard School District's (District) Initial Proposals for 2022-2023 Negotiations, Pursuant to Government Code Section 3547 (Carroll)

In accordance with Article XXVIII, Term of Agreement, of the current collective bargaining agreement between the Oxnard Educators Association (OEA) and the Oxnard School District (District), the District and OEA would like to enter into contract negotiations for the 2022-2023 school year and any additional years as may be mutually agreed upon by the parties. Pursuant to the provisions of Government Code Section 3547, the District and OEA submit their intent to hold this Public Hearing before the parties meet to negotiate the following items:

- Article IX: Evaluation
- Article XI: Working Hours
- Article XII: Class Size
- Article XIX: Salaries
- Article XX: Employee Benefits
- Article XXVIII: Term of Agreement
- New Article: Special Education

FISCAL IMPACT:

N/A

RECOMMENDATION:

Following this Public Hearing, it is the recommendation of the Director, Certificated Human Resources that the Board of Trustees authorize the District to enter into contract negotiations for the 2022-2023 school year and any additional years, as may be mutually agreed upon by the parties.

ADDITIONAL MATERIALS:

- Attached:** [OEAs sunshine proposals for 2022-23 \(two pages\)](#)
[Districts OEA sunshine articles list 2022-23 \(one page\)](#)

OEA

Oxnard Educators Association

2775 North Ventura Road, #108 Oxnard, California 93036 (805) 981-6424

October 21, 2022

Dr. Karling Aguilera-Fort, Superintendent
Oxnard Elementary School District
1051 South "A" Street
Oxnard CA 93030

Dear Superintendent Aguilera-Fort,

The Oxnard Educators Association is presenting bargaining proposals for the successor 2022– 2023 Collective Bargaining Agreement. We are requesting that these proposals be recommended for public review and hearing at the next regular Board of Trustees' meeting.

Thank you for your attention to this matter.

Sincerely,



Anjanette Carrillo, Bargaining Chair
Oxnard Educators Association

Enclosure

cc: Dr. Scott Carroll, HR Director
Human Resources and Support Services
Ben West, CTA Uniserv Staff
Stacie Thurman, OEA President

OXNARD EDUCATORS ASSOCIATION
CONTRACT PROPOSALS TO THE COLLECTIVE BARGAINING
AGREEMENT 2022-2023

The Oxnard Educators Association makes the following proposals to modify, add or delete language to the existing contract. All agreements reached on individual items shall be tentative, subject to final agreement.

1. Article XII: Class Size
2. Article XIX: Salaries
3. Article XX: Employee Benefits
4. Article XXVII: Term
5. New Article: Special Education



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, CA 93030 • 805/385-1501 • Fax 805/385-1522

INITIAL COLLECTIVE BARGAINING PROPOSAL
FROM THE OXNARD SCHOOL DISTRICT
TO THE
OXNARD EDUCATORS ASSOCIATION (OEA)
FOR A TERM COMMENCING IN THE
2022-2023 SCHOOL YEAR

Pursuant to Article XXVIII (Term) of the collective bargaining agreement between the Oxnard School District (the "District") and the Oxnard Educators Association (the "Association") the District Hereby identifies the articles it wishes to negotiate for a new collective bargaining agreement with a term commencing on July 1, 2022 as follows:

ARTICLE IX – EVALUATION

- The District seeks to enter into discussions related to evaluation.

ARTICLE XI – WORKING HOURS

- The District seeks to enter into discussions related to working hours.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 02, 2022

Agenda Section: Section C: Consent Agenda

Acceptance of Gifts (DeGenna/Jefferson)

From the Assistance League of Ventura County, a donation of motor room equipment, fine motor activities, curriculum and speech/language materials to San Miguel School. A list of donated items is attached for reference.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Associate Superintendent, of Educational Services and the Director of Special Education Services that the Board of Trustees accept the donation from the Assistance League of Ventura County as outlined above.

ADDITIONAL MATERIALS:

Attached: [AL- Letter \(3 pgs\).pdf](#)



September 22, 2022

**Board of Directors
2022-2023**

Officers

Lori Nasatir
President
Kay Rich
1st Vice President
Jessica Purdy Berg
2nd Vice President
Martha Flournoy
3rd Vice President
Pam Eichele
Secretary
Laurie King
Treasurer

Chairmen

Wendy Eales
Bargain Box
Marcia Semple
Strategic Planning
Alisha Cory
Public Relations
Laura Meisch
Properties
Cindy Daly
Technology

Auxiliaries

Lisa Ortiz
Assistees
Judy Owen
Nancy R. Brandt

Danielle Jefferson, Director
Special Education Department
Oxnard School District
1051 South A Street
Oxnard, California 93030

Dear Ms. Jefferson,

The Assistance League of Ventura County is a nonprofit organization that serves the needs of children in Ventura County. From 1960 to 2022, the Assistance League School offered a program for preschool children with severe speech and language disabilities. Specifically, our school worked with special education students from the Oxnard School District for many years.

When our school closed in June 2022, we reached out to San Miguel School and offered to donate our motor room equipment and any other items that the school could use. Your amazing school staff -- Laura Perry, OT, Ankur Patel, OT, and Debbie Coyle, SLP, brought trucks and tools to dismantle the equipment and move it to San Miguel School. Pictures have been shared with us, showing the wonderful classrooms that were created for your special needs students.

All of the Assistance League members are so excited to see our special equipment being used by your special needs students, many of whom attended our school. We are delighted that everything donated has been utilized to help children.

For your reference, I've attached a list of the items donated to San Miguel School.

Sincerely yours,

Lori Nasatir
Assistance League President

Martha Flournoy
Assistance League Philanthropic Programs Chairman

Assistance League School

Oxnard School District:

Contacts: Mary Truex, Laura Perry OT, Debbie Doyle SP

Motor Room

4 large blue mats

1 smaller blue mat

8 or more of the blue wall mats

1 soft yellow and blue slide

1 soft red ramp

1 tire swing

3 bean bags (already taken)

1 circle floor rug

1 large rectangle floor rug

15 or more carpet squares (15 have been taken but there are more remaining if needed)

2 ball chairs (you had originally 1 but there is second available if needed)

1 climbing rope square

11 ceiling suspension beams

1 outdoor shopping cart

1 plastic sitting scooter

3 hippity hops

1 basketball hoop

5 tricycles

 2 silver seated trikes

 1 red seated trike

 2 yellow seated trikes

1 blue roller racer

1 standing metal scooter

TV/Cart/DVD

4 blue chairs (around the tables, already labeled)

Bookshelf stand
Multi color large barrel
Swing with wooden seat and bolster material
Trampoline
Bolster swing
Small mats
Parachute

Fine Motor play activities and curriculum

Speech and Language materials

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA

Date of Meeting: November 02, 2022

Agenda Section: Section C: Consent Agenda

Setting of Date for Public Hearing – Request for Approval to Submit General Waiver Request – Term Limits for Bond Oversight Committee (Mitchell)

It is appropriate that the Board of Trustees set the date of Wednesday, November 16, 2022, in the Board Room of the Educational Service Center, for a public hearing regarding the District's intent to apply for a waiver of Education Code Section 15282 relative to term limits for members of the Measure D Bond Oversight Committee.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent, Business and Fiscal Services that the Board of Trustees set the date of Wednesday, November 16, 2022 for a public hearing on the Oxnard School District's intent to apply for a waiver of Education Code Section 15282 relative to term limits for members of the Measure D Bond Oversight Committee.

ADDITIONAL MATERIALS:

Attached: [Notice of Public Hearing \(1 page\)](#)



OXNARD SCHOOL DISTRICT

1051 South "A" Street ♦ Oxnard, California 93030 ♦ 805/385-1501 ♦ www.oxnardsd.org

NOTICE OF PUBLIC HEARING

Oxnard School District Waiver Request for Term Limit for Bond Oversight Committee

PLEASE TAKE NOTICE that the Oxnard School District intends to conduct a Public Hearing regarding the District's intent to apply for a waiver of Education Code Section 15282(a) relative to term limits for members of the Measure D Bond Oversight Committee at a regular meeting of the Board of Trustees on November 16, 2022 at 7:00 pm, or as soon thereafter as this matter may be heard, in the Board Room of the Educational Services Center located at 1051 South A Street, Oxnard, CA 93030.

PLEASE TAKE FURTHER NOTICE that following the public hearing, the Board of Trustees of the Oxnard School District will consider approving the submission of a waiver relative to term limits for members of the Measure D Bond Oversight Committee.

Information concerning this matter is available from Valerie Mitchell, Interim Assistant Superintendent, Business and Fiscal Services at (805) 385-1501, ext. 2401

Posting locations: District Office & All Schools 10/19/22

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA

Date of Meeting: November 02, 2022

Agenda Section: Section C: Consent Agenda

Adoption of Resolution #22-10 Biennial Review of Conflict of Interest Code (Mitchell)

Public agencies, including school district governing boards, are required to adopt a Conflict of Interest Code in compliance with Government Code Sections 87300-87313. Oxnard School District adopted a Conflict of Interest Code that was approved by the Ventura County Board of Supervisors on March 22, 1977. Government Code Section 87306.5 requires every local government agency to review its Conflict of Interest Code biennially to determine if it is accurate or if the code must be amended. The Administration reviewed the District's Conflict of Interest Code, including the list of designated employees and disclosure categories, and made the following revisions:

Language was revised in E 9270 to include the total number of designated positions, new position title created, the elimination of a position title and language associated to income. (Revisions are highlighted, with new language appearing in bold font and deleted language appearing as strikethrough font.)

The revised E 9270 is on tonight's agenda for adoption after second reading. BB 9270 states that "*The Board shall adopt a resolution that specifies the terms of the district's conflict of interest code, the district's designated positions, and the disclosure categories required for each position.*" Resolution #22-10 is presented herewith for the Board's adoption of the revisions to said Code. These changes will be forwarded to the County Clerk of the Board's office once the revised policy is adopted.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees adopt Resolution #22-10 incorporating the revisions through the Oxnard School District's Biennial Review of Conflict of Interest Code as presented.

ADDITIONAL MATERIALS:

Attached: [Resolution #22-10 \(2 pages\)](#)

[BB 9270 \(3 pages\)](#)

[E 9270 \(3 pages\)](#)

RESOLUTION #22-10

RESOLUTION OF THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT ADOPTING REVISIONS THROUGH THE BIENNIAL REVIEW OF CONFLICT OF INTEREST CODE

WHEREAS, public agencies, including school district governing boards, are required to adopt a Conflict of Interest Code in compliance with Government Code Sections 87300-87313; and

WHEREAS, Oxnard School District adopted a Conflict of Interest Code that was approved by the Ventura County Board of Supervisors on March 22, 1977; and

WHEREAS, District elected officials, including Board members and designated employees, shall adhere to the district's Conflict of Interest Code; and

WHEREAS, Government Code Section 87306.5 requires every local government agency to review its Conflict of Interest Code biennially to determine if it is accurate or if the code must be amended; and

WHEREAS, the Administration has reviewed the District's code in keeping with said requirement and presents the revisions herewith for the Board's approval; and

WHEREAS, Oxnard School District Board Bylaws state that the Board shall adopt a Resolution that specifies the terms of the District's Conflict of Interest Code, the District's Designated positions, and the disclosure categories required for each position, and said terms are incorporated herewith by reference;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Oxnard School District has received the revisions through the Biennial Review of the Conflict of Interest Code and agrees that all designated employees shall adhere to the District's Conflict of Interest Code as set forth herein.

PASSED AND ADOPTED by the Board of Trustees of the Oxnard School District the 2nd day of November, 2022.

Signed:

President of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

Clerk of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

CLERK'S CERTIFICATE

I, Jarely Lopez, Clerk of the Board of Trustees of the OXNARD SCHOOL DISTRICT, hereby certify that the foregoing is a full, true, and correct copy of Resolution #22-10 adopted at a regular meeting place thereof on the 2nd day of November, 2022, of which meeting all the members of said Board of Trustees had due notice and at which a majority thereof were present, and that at said meeting said resolution was adopted by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTIONS: _____

An agenda of said meeting was posted at least 72 hours before said meeting at Oxnard, California, a location freely accessible to members of the public, and a brief general description of said resolution appeared on said agenda.

I further certify that I have carefully compared the same with the original minutes of said meeting on file and of record in my office; that the foregoing resolution is a full, true and correct copy of the original resolution adopted at said board meeting and entered in said minutes; and that said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: November 2, 2022

Clerk of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

Bylaw 9270: Conflict Of Interest

Status: ADOPTED

Original Adopted Date: 11/16/2011 | **Last Revised Date:** 01/20/2021 | **Last Reviewed Date:** 01/20/2021

The Board of Trustees desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

The Board shall adopt a resolution that specifies the terms of the district's conflict of interest code, the district's designated positions, and the disclosure categories required for each position.

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body.

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or district employment. (Government Code 87302, 87500)

In the case of any violation of the conflict of interest code or policy by any officer, employee, or agent of the District, information on the violation will be submitted to the Board for further review and/or possible disciplinary action. (2CFR 200.318(c)(1))

Conflict of Interest under the Political Reform Act

A Board member or designated employee shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's or designated employee's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's or designated employee's participation is legally required. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member or designated employee makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the district to any course of action, or enters into any contractual agreement on behalf of the district. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Additional Requirements for Boards that Manage Public Investments

A Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18702.5)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.

2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

Conflict of Interest under Government Code 1090

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the district is barred from entering into the contract. (Government Code 1090; *Klistoff v. Superior Court*, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a district employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)

A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches
 2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes
-

CONFLICT OF INTEREST**Conflict of Interest Code of the
Oxnard School District**

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Board of Trustees members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the enclosed Appendix. Persons holding positions designated in the Appendix shall file Form 700 Statements of Economic Interests with the filing officer specified for that position in said Appendix. The respective filing officer shall make the statements available for public review and inspection.

APPENDIX**Disclosure Categories**

1. **Category 1:** A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income **(including gifts, loans, and travel payments)** from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. **Category 2:** A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income **(including gifts, loans, and travel payments)** from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income **(including gifts, loans, and travel payments)** from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

CONFLICT OF INTEREST (continued)

3. **Full Disclosure:** Because it has been determined that the district's Board members and Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:
- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

<u>Designated Position</u>	# of Positions	<u>Disclosure Category</u>	<u>Filing Officer *</u>
Board of Trustees Members	5	3	COB
Personnel Commission Members	3	1	OSD
District Superintendent	1	3	OSD
Associate Superintendent	1	1	OSD
Deputy Assistant Superintendent	2	1	OSD
Director, Pupil Services	1	2	OSD
Director, School Performance and Student Outcomes	1	2	OSD
Director, Teaching and Learning	1	2	OSD
Director, Special Education	1	2	OSD
Principals	21	2	OSD
Chief Information Officer	1	2	OSD
Director, Facilities	1	2	OSD
Director, Classified Human Resources	1	2	OSD
Director, Certificated Human Resources	1	2	OSD
Director, Child Nutrition Services	1	2	OSD
Director, Early Childhood Education Programs	1	2	OSD
Director, Purchasing	1	2	OSD
Director, Finance	1	2	OSD
Director, Transportation	1	2	OSD
Director, Enrichment and Specialized Programs	1	2	OSD
Director, Network Operations	1	2	OSD
Consultants	1	2	OSD

*COB = County Clerk of the Board; OSD = Oxnard School District

CONFLICT OF INTEREST (continued)**Disclosures for Consultants**

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)

Exhibit
version: October 10, 2018
revised: March 17, 2021
revised: November 17, 2021
revised: November 2, 2022

OXNARD SCHOOL DISTRICT
Oxnard, California

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: November 02, 2022

Agenda Section: Section C: Consent Agenda

Ratification of the Oxnard School District (District) and Oxnard Educators Association (OEA) 2022-2023 Memorandum of Understanding, Agreement #22-166, re: Home/Hospital Instruction Hourly Rates (Carroll)

The Oxnard School District (District) and the Oxnard Educators Association (“OEA”) have agreed to a Memorandum of Understanding (MOU), agreement #22-166, regarding the Home/Hospital Instruction Hourly rates effective July 1, 2022. The MOU is not precedent setting and will expire on June 30, 2023, unless mutually agreed by both parties, in writing, to extend until June 30, 2024.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Director, Certificated Human Resources that the Board of Trustees ratify and adopt Agreement #22-166/MOU between the District and OEA regarding the 2022-2023 Home/Hospital Instruction Hourly rate, as presented.

ADDITIONAL MATERIALS:

Attached: [MOU Home-Hospital Pay 22_23 \(one page\)](#)

AGREEMENT #22-166

Memorandum of Understanding

Between the Oxnard School District and the Oxnard Educators Association

November 2, 2022

As a result of temporary additional funding, the Oxnard School District and Oxnard Educators Association agree to the following Home/Hospital pay rates effective July 1, 2022.

Home/Hospital instruction shall be paid at the \$80 an hour rate when conducted outside of normal school hours. The \$80 an hour rate includes all time in which the home/hospital teacher is working directly with the student(s) they are assigned to.

This MOU shall expire in full without precedent on June 30, 2023, unless mutually agreed by both parties in writing to extend until June 30th, 2024.

District

Association

Date

Date

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: November 02, 2022

Agenda Section: Section C: Consent Agenda

Personnel Actions (Carroll/Torres)

The attached are recommended Personnel Actions presented to the Board of Trustees for consideration. The salary placement for the individuals employed will be in accordance with the salary regulations of the District. Personnel Actions include: New hires, transfers, pay changes, layoffs, recall from layoffs, resignations, retirements, authorizations and leaves of absence.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Director, Certificated Human Resources, and the Director, Classified Human Resources that the Board of Trustees approve the Personnel Actions as presented.

ADDITIONAL MATERIALS:

Attached: [Certificated Personnel Actions 11.02.22 \(1 pg\).pdf](#)
[Classified Personnel Actions 11.02.22 \(2 pgs\).pdf](#)

CERTIFICATED PERSONNEL ACTIONS

Listed below are recommended Certificated Personnel Actions presented to the Board of Trustees for consideration. The salaries for the individuals employed will be determined, in accordance with the salary regulations of the District.

New Hires

Cahill, Stephanie	Teacher, Multiple Subject	2022/2023 School Year
Cahue, Valerie	Intervention Specialist Provider	2022/2023 School Year
Colton, Ilene	Intervention Specialist Provider	2022/2023 School Year
Craig, Nicole	Teacher, Math	2022/2023 School Year
Cano, Rosalinda	Substitute Teacher	2022/2023 School Year
Cates, Carina	Substitute Teacher	2022/2023 School Year
Gamboa, Jacqueline	Substitute Teacher	2022/2023 School Year
Harris, Laura	Substitute Teacher	2022/2023 School Year
Madera, Norma	Substitute Teacher	2022/2023 School Year
Maldonado, Natalie	Substitute Teacher	2022/2023 School Year
Morada, Ella Mae	Substitute Teacher	2022/2023 School Year
Moore, Tristan	Substitute Teacher	2022/2023 School Year
Olivas, Annalyse	Substitute Teacher	2022/2023 School Year
Reed, Louis	Substitute Teacher	2022/2023 School Year
Rivera, Georgina	Substitute Teacher	2022/2023 School Year
Saldana, Jacquelin	Substitute Teacher	2022/2023 School Year
Yanez Orozco, Felipe	Substitute Teacher	2022/2023 School Year

Resignation

Green, Sharon	Teacher, SPED	November 4, 2022
Harris, Olivia	Teacher, Science	October 31, 2022
Marabian, Barbara	Teacher, Math	October 21, 2022
Orosco, Samantha	Teacher, SPED	October 14, 2022

CLASSIFIED PERSONNEL ACTIONS

New Hires

Banderas, Maria D	Campus Assistant, Position #3032 Ramona 4.5 hrs./180 days	10/12/2022
Brown, Candice C	Campus Assistant, Position #9769 Harrington 2.5 hrs./180 days	10/13/2022
Corona, Jason	Assistant Director, Child Nutrition Services, Position #2873 Child Nutrition Services 8.0 hrs./246 days	10/19/2022
Quintana, Nichole V	Child Nutrition Worker, Position #9246 Lopez-Itinerant 5.0 hrs./185 days	10/12/2022
Rosales Hinojosa, Teresa	Paraeducator Special Education, Position #11329 Brekke 5.75 hrs./183 days	10/14/2022

Limited Term/Substitutes

Cervantes, Gissel	Campus Assistant (substitute)	10/12/2022
Espinoza, Cynthia	Campus Assistant (substitute)	10/12/2022
Kang, Jack	Clerical (substitute)	10/07/2022
Lopez, Irene	Child Nutrition Worker (substitute)	09/29/2022
Morehead, Alyssa	Paraeducator (substitute)	10/04/2022
Yelotzi, Erika	Campus Assistant (substitute)	10/12/2022

Promotions

Jimenez-Villegas, Alfonsina	Paraeducator – Special Education, Position #10570 Ritchen 5.75 hrs./183 days Child Nutrition Worker, Position #6409 McKinna 5.0 hrs./185 days	10/19/2022
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Transfers

Alejandre, Rosaicela	Campus Assistant, Position #3038 Rose Ave. 4.5 hrs./180 days Campus Assistant, Position #3040 Rose Ave. 4.0 hrs./180 days	10/24/2022
Trevino Sanchez, Lydia	Intermediate School Secretary, Position #649 Fremont 8.0 hrs./192 days Intermediate School Secretary, Position #6243 Kamala 8.0 hrs./192 days	10/31/2022
Wileman, Sandra	Child Nutrition Cafeteria Coordinator, Position #2173 Ritchen 8.0 hrs./189 days Child Nutrition Cafeteria Coordinator, Position #375 McKinna 8.0 hrs./189 days	10/24/2022

Release from Probation

11365	Maintenance Manager, Position #10454 Facilities 8.0 hrs./246 days	10/11/2022
11508	Grounds Maintenance Specialist, Position #7592 Facilities 8.0 hrs./246 days	10/11/2022

Resignations

Carranza, Jeffrey M	School Office Manager, Position #1824 Ramona 8.0 hrs./210 days	10/28/2022
Garcia, Vanessa	Paraeducator – General Education, Position #7171 Driffill 8.0 hrs./183 days	01/24/2022
Gutierrez, Yesenia	Paraeducator III, Position #7999 McAuliffe 5.75 hrs./183 days	06/17/2022
Ruiz, Hilary A	Paraeducator III, Position #9208 Frank 5.75 hrs./183 days	08/19/2022

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: November 02, 2022

Agenda Section: Section C: Consent Agenda

Establishment and Abolishment of Positions (Carroll/Torres)

Establish

an eight-hour 246-day Administrative Assistant position number 11367 to be established in the Classified Human Resources/Personnel Commission department. This position will be established to replace Human Resources Analyst position 10179.

Abolish

a four-hour and ten minute 183-day Paraeducator - General Education position number 9159 to be abolished at Lemonwood school. This position will be abolished due to lack of work.

FISCAL IMPACT:

Cost for 1 Administrative Assistant: \$99,614 General funds

Savings for 1 Paraeducator - General Education: \$21,125 LCFF Supplemental & Concentration funds

RECOMMENDATION:

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: November 02, 2022

Agenda Section: Section C: Consent Agenda

Approval of Senior Human Resources Analyst salary reallocation (Torres)

Education Code 45268 provides that “The commission shall recommend to the governing board salary schedules for the classified service. The governing board may approve, amend, or reject these recommendations. No amendment shall be adopted until the commission is first given a reasonable opportunity to make a written statement of the effect the amendments will have upon the principle of like pay for like service. No changes shall operate to disturb the relationship which compensation schedules bear to one another, as the relationship has been established in the classification made by the commission.”

The Senior Human Resources Analyst position was removed from the Classified Management salary schedule in April 2020 and established as a confidential position instead. In September 2022, it was decided to reinstate the Senior Human Resources Analyst position, and a new recruitment is planned. When the classification was removed from the management salary schedule in April 2020, the salary was at \$75,423 - \$89,607 yearly. With the 1.5% increase that was Board approved in August 2021 and 4.5% increase in August 2022, the classification will be reinstated at \$80,000 - \$95,045 yearly in order to keep parity within the salary schedule. The Personnel Commission took action on October 13, 2022 to reinstate the classification of Senior Human Resources Analyst to salary range \$80,000 - \$95,045 of the management salary schedule.

FISCAL IMPACT:

The classification of Senior Human Resources Analyst is being allocated to salary range \$80,000 - \$95,045 of the Classified Management salary schedule.

RECOMMENDATION:

It is the recommendation of the Personnel Commission and the Director, Classified Human Resources, that the Board of Trustees approve the salary allocation for the classification of Senior Human Resources Analyst, as presented.

ADDITIONAL MATERIALS:

Attached: [Senior Human Resources Analyst.pdf](#)
[Classified Management salary schedule 2022.pdf](#)
[Classified Management salary schedule 2020.pdf](#)

SENIOR HUMAN RESOURCES ANALYST

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

SUMMARY OF DUTIES

Under the direction of the Director, Classified Human Resources, performs a variety of complex and highly responsible professional, technical, and analytical duties in support of the District's classified human resource management programs; plans, organizes, assigns, and supervises employees engaged in a variety of classified human resources activities; conducts classification studies; develops and supervises the recruitment process and administration of examinations; serves as a resources to managers, employees, union representatives, and the public in explaining rules, regulations, procedures, contract provisions, etc.; and performs a variety of duties relative to assigned area of responsibility.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The Director, Classified Human resources plans, organizes, directs and implements the comprehensive District-wide human resources management programs for classified personnel, including employee recruitment and selection, employee assignments, classification, compensation, performance appraisals, and records.

The Senior Human Resources Analyst classification coordinates the recruitment and selection tasks of the Classified Human Resources office, performs complex technical human resources work, conducts training programs, and exercises supervision over Classified Human Resources staff in the areas of job analysis, classification, recruitment, and examination construction and implementation.

The Human Resources Analyst classification performs professional-level, technical human resources work that is limited in scope and complexity, and subject to closer supervision and review, than work performed by a Senior Human Resources Analyst, and performs technical clerical duties in regards to recruitments.

SUPERVISION RECEIVED AND EXERCISED

- Receives supervision from the Director, Classified Human Resources.
- Provides technical and work direction to Classified Human Resources staff.
- Provides direct supervision to Classified Human Resources staff as assigned.

ESSENTIAL DUTIES

- Consistent with Education Code provisions, state and federal requirements and sound professional principles and practices, designs, plans, implements and administers complex employee recruitment and selection strategies, processes and procedures; maintains and controls the secure handling of all examination files, records, and resources;
- Supervises, coordinates, trains, counsels, and evaluates the work of technical and clerical staff performing duties in the areas of recruitment, selection, training, classification, staffing, and other Personnel Commission services;
- Designs and conducts job analyses for the purposes of position classification, salary evaluation, and test construction and validation; meets and works with subject matter experts (e.g. supervisors/job incumbents) to identify critical competencies, skills, and abilities required for successful performance in classified positions; determines most appropriate selection methods and examination approaches;
- Constructs, researches, analyzes, and prepares a variety of job related examinations including, but not limited to, evaluations of training and experience, written tests, performance tests, structured interviews, and other assessment techniques; reviews, modifies, and updates examinations as needed;
- Coordinates, arranges, and schedules recruitments and testing elements to ensure completion within targeted timelines; obtains or oversees the recruitment of internal and external interview panelists and examination raters; oversees test scheduling and the notification of candidates; directs staff in the administration of recruitment programs and exams; oversees test scoring processes and the compilation of eligible lists;

- Manages the operation of applicant and employee management software and programs; performs statistical analysis including item analysis using aforementioned software and programs;
- Conducts analyses of test results; recommends exam cutoff scores;
- Fields and resolves candidate questions and complaints; assists with investigations into examination appeals, disqualifications, disciplinary matters, or other actions; recommends action to Director, Classified Human Resources;
- Develops recruitment and outreach strategies to broaden access to District employment opportunities and ensure diverse applicant groups; prepares recruitment announcements, advertisements and other recruitment materials; tracks recruitment results and takes or recommends further action in the event of limited numbers of well qualified applicants;
- Researches and recommends changes to recruitment and examination practices, processes and procedures to improve recruitment and selection results; monitors effectiveness of various recruitment approaches and sources; monitors to ensure compliance of all phases of recruitment and selection with applicable federal and state laws, regulations and guidelines, Personnel Commission Rules and professional principles; ensures that District managers adhere to Rules and established policies and procedures;
- Designs, constructs, and conducts surveys in order to gather classification, compensation, or other human resources data; analyzes data and prepares recommendations including revised/new class descriptions and salary allocations;
- Designs, develops, and delivers formal training programs on employment matters and staff development for District management and employees as needed;
- Participates in the development of recommended rules, policies, procedures and/or standards for presentation to the Personnel Commission;
- Provides applicants, candidates, employees, District administrators, and union representatives with information and interpretation of state and federal employment-related laws, Personnel Commission Rules and Regulations, employee agreements, District policies and procedures, and a range of Merit System topics;
- Attends Personnel Commission meetings to present on various topics and respond to questions;
- Assists in the coordination of reductions/eliminations; ensures reemployment lists are correct and properly utilized;
- Assists in the preparation of the Personnel Commission's annual report, budget, goals and objectives;
- May screen applications for minimum qualifications and participate directly in more complex recruitments.

Other Related Duties

- Attends a variety of meetings, conferences, seminars, and in-service training classes to maintain current knowledge of human resources trends and practices;
- May serve as a panel member on interview panels;
- May coordinate the activities of outside firms hired to conduct classification and compensation studies;
- Directs Classified Human Resources staff in the temporary absence of the Director, Classified Human Resources;
- Performs related duties and responsibilities as required.

CLASSIFIED MANAGEMENT COMPENSATION AND BENEFIT PROGRAM: 2021-22

(Effective retroactive to 7-1-2021)

This Policy and the salary schedules below shall govern the determination of compensation and benefits for all classified management positions of the Oxnard School District.

Vacation Days. Management employees shall be granted additional vacation days based on years of management service to the Oxnard School District as scheduled below:

Management Service	Vacation Days	
	11 Months	12 Months
Years 1 – 3	20	22
Years 4 – 7	21	23
Years 8 – 11	22	24
Years 12 – 15	23	25
Years 16 or more	24	26

Annual Salary: An annual salary is earned during the period beginning July 1 and ending June 30.

Method of Payment: The annual salary will be divided by the number of months in which paid days occur. The total number of months of service will be paid in equal installments starting with the first month in which service occurs.

Stipend for Doctorate: An annual stipend of \$750 will be granted to management staff with an earned doctorate degree.

Anniversary Increments: Anniversary increments in the amount of \$1,205 shall be added to the salary schedule of management positions at the beginning of the 6th, 9th, 12th, 15th, 18th, 21st and 24th years of service. This formula yields anniversary increments with the following dollar values: \$1,205, \$2,410, \$3,615, \$4,820, \$6,025, \$7,230 and \$8,435.

Implementation of Salary Schedule: Except as noted below, initial placement of all new management employees will be to the first step of the appropriate salary schedule for the position.

A salary increment shall be granted on each anniversary date to a maximum of the third step. The anniversary date shall be each July 1 after completion of 155 days of paid status in the appropriate position.

Credit for Out of District Management Experience: Effective July 1, 1989, all currently assigned and new certificated and classified management staff will be granted one-half longevity credit for management experience in other school districts. This longevity credit is applicable to anniversary increments only.

When an employee is promoted into a position with a higher annual salary maximum, the employee shall be placed on the salary step of the new position that effectuates an increase in the employee's current per diem rate. The Board of Trustees may grant initial placement up to and including the third step for acceptable and equivalent prior experience.

Duties Assigned Beyond the Regularly Designated Duty Year: Management employees who are assigned by mutual agreement to administrative duties beyond their regularly designated duty year shall be compensated at their per diem rate of pay.

Health and Welfare Benefits: Effective October 1, 2021, the District will make an annual contribution equivalent to that of OEA's District contribution towards the premium for the following group health insurance programs:

- A. Health and Accident
- B. Dental with/Ortho
- C. Vision
- D. Life Insurance

Classified Managers Hired prior to June 30, 2012: For any Classified Manager employed by the District prior to June 30, 2012, the District shall provide (a) health and accident, (b) dental, (c) vision, and (d) life insurance premiums for Management employees and dependents retiring after reaching their 55th birthday provided such employees have given 15 years of service in the California Public School System and in the Oxnard School District for the eight consecutive years preceding the date of retirement. These benefits will be provided until the retiree reaches the age of 69.

Classified Managers Hired after July 1, 2012:

Classified Managers hired on or after July 1, 2012, are not eligible to receive District-paid retiree benefits.

Retirement Contribution Benefits: The District shall provide to management the provisions contained in Section 414(h) (2) of the *Internal Revenue Code* concerning the tax treatment of employee retirement contribution paid by the Oxnard School District. Exhibits 7200(F) E and 7200(G) E address the specifics of this benefit.

Professional Organization Membership: The District shall pay directly to the organization an amount not to exceed the membership dues of the Association of California School Administrators for management employees who process membership in ACSA or any other appropriate professional organization approved by the Superintendent.

Position	Paid Days*	Step 1	Step 2	Step 3
Chief Information Officer	261	\$ 131,829	\$ 143,689	\$ 156,623
Director of Classified Human Resources	261	\$ 126,993	\$ 138,425	\$ 150,883
Director of Finance	261	\$ 116,513	\$ 126,993	\$ 138,425
Director of Facilities	261	\$ 116,513	\$ 126,993	\$ 138,425
MEP Maintenance & Energy Programs Manager	261	\$ 105,461	\$ 115,378	\$ 125,294
Director of Network Operations	261	\$ 104,159	\$ 113,534	\$ 123,748
Director of Purchasing	261	\$ 99,925	\$ 108,913	\$ 118,717
Senior Manager, Maintenance & Operations	261	\$ 96,342	\$ 105,008	\$ 114,459
Director of Child Nutrition Services	261	\$ 94,587	\$ 103,097	\$ 112,376
Risk Manager	261	\$ 94,162	\$ 102,632	\$ 111,869
Human Resources Manager	261	\$ 94,162	\$ 102,632	\$ 111,869
Director of Early Childhood Education Programs	261	\$ 89,272	\$ 97,303	\$ 106,061
Director of Transportation	261	\$ 89,272	\$ 97,303	\$ 106,061
Accounting Manager/Internal Auditor	261	\$ 80,000	\$ 87,196	\$ 95,045
Executive Assistant to the Superintendent**	261	\$ 80,000	\$ 87,196	\$ 95,045
Web Content Analyst	261	\$ 80,000	\$ 87,196	\$ 95,045
Enrollment Center Manager	261	\$ 76,856	\$ 83,769	\$ 91,310
Warehouse/Graphics Manager	261	\$ 70,596	\$ 76,946	\$ 83,872
Custodial Services Manager	261	\$ 69,149	\$ 75,382	\$ 82,167
Grounds Manager	261	\$ 69,149	\$ 75,382	\$ 82,167
Maintenance Manager	261	\$ 69,149	\$ 75,382	\$ 82,167
Asst. Director of Child Nutrition Services	261	\$ 66,600	\$ 72,591	\$ 79,124

*Calendar workdays plus holidays

Board approved 8/03/2022 – increase of 4.5%

CLASSIFIED MANAGEMENT COMPENSATION AND BENEFIT PROGRAM: 2021-22

(effective 7-1-2018)

This Policy and the salary schedules below shall govern the determination of compensation and benefits for all classified management positions of the Oxnard School District.

Vacation Days: Management employees shall be granted additional vacation days based on years of management service to the Oxnard School District as scheduled below:

Management Service	Vacation Days	
	11 Months	12 Months
Years 1 – 3	20	22
Years 4 – 7	21	23
Years 8 – 11	22	24
Years 12 – 15	23	25
Years 16 or more	24	26

Annual Salary: An annual salary is earned during the period beginning July 1 and ending June 30.

Method of Payment: The annual salary will be divided by the number of months in which paid days occur. The total number of months of service will be paid in equal installments starting with the first month in which service occurs.

Stipend for Doctorate: An annual stipend of \$750 will be granted to management staff with an earned doctorate degree.

Anniversary Increments: Anniversary increments in the amount of \$1,205 shall be added to the salary schedule of management positions at the beginning of the 6th, 9th, 12th, 15th, 18th, 21st and 24th years of service. This formula yields anniversary increments with the following dollar values: \$1,205, \$2,410, \$3,615, \$4,820, \$6,025, \$7,230 and \$8,435.

Implementation of Salary Schedule: Except as noted below, initial placement of all new management employees will be to the first step of the appropriate salary schedule for the position.

A salary increment shall be granted on each anniversary date to a maximum of the third step. The anniversary date shall be each July 1 after completion of 155 days of paid status in the appropriate position.

Credit for Out of District Management Experience: Effective July 1, 1989, all currently assigned and new certificated and classified management staff will be granted one-half longevity credit for management experience in other school districts. This longevity credit is applicable to anniversary increments only.

When an employee is promoted into a position with a higher annual salary maximum, the employee shall be placed on the salary step of the new position that effectuates an increase in the employee's current per diem rate. The Board of Trustees may grant initial placement up to and including the third step for acceptable and equivalent prior experience.

Duties Assigned Beyond the Regularly Designated Duty Year: Management employees who are assigned by mutual agreement to administrative duties beyond their regularly designated duty year shall be compensated at their per diem rate of pay.

Health and Welfare Benefits: Effective July 1, 2015, the District will make a \$900.00 per month contribution towards the premium for the following group health insurance programs:

- A. Health and Accident
- B. Dental with/Ortho
- C. Vision
- D. Life Insurance

Classified Managers Hired prior to June 30, 2012: For any Classified Manager employed by the District prior to June 30, 2012, the District shall provide (a) health and accident, (b) dental, (c) vision, and (d) life

insurance premiums for Management employees and dependents retiring after reaching their 55th birthday provided such employees have given 15 years of service in the California Public School System and in the Oxnard School District for the eight consecutive years preceding the date of retirement. These benefits will be provided until the retiree reaches the age of 69.

Classified Managers Hired after July 1, 2012:

Classified Managers hired on or after July 1, 2012 will not receive retiree benefits.

Retirement Contribution Benefits: The District shall provide to management the provisions contained in Section 414(h) (2) of the *Internal Revenue Code* concerning the tax treatment of employee retirement contribution paid by the Oxnard School District. Exhibits 7200(F) E and 7200(G) E address the specifics of this benefit.

Professional Organization Membership: The District shall pay directly to the organization an amount not to exceed the membership dues of the Association of California School Administrators for management employees who process membership in ACSA or any other appropriate professional organization approved by the Superintendent.

Position	Paid Days*	Step 1	Step 2	Step 3
Chief Information Officer	261	\$124,288	\$135,469	\$147,663
Director of Classified Human Resources	261	\$119,728	\$130,156	\$142,252
Director of Finance	261	\$109,848	\$119,728	\$130,506
Director of Facilities	261	\$109,848	\$119,728	\$130,506
Facilities Project/Sustainability Manager	261	\$99,429	\$108,778	\$118,128
MEP Maintenance and Energy Programs Manager	261	\$99,429	\$108,778	\$118,128
Director, Network Operations	261	\$98,201	\$107,039	\$116,669
Director of Purchasing	261	\$94,209	\$102,683	\$111,926
Senior Manager, Maintenance & Operations	261	\$90,830	\$99,001	\$107,912
Director, Child Nutrition Services	261	\$89,176	\$97,199	\$105,948
Public Information Officer	261	\$88,775	\$96,761	\$105,470
Risk Manager	261	\$88,775	\$96,761	\$105,470
Human Resources Manager	261	\$88,775	\$96,761	\$105,470
Director, Early Childhood Education Programs	261	\$84,165	\$91,737	\$99,994
Director of Transportation	261	\$84,165	\$91,737	\$99,994
Executive Asst. to Superintendent**	261	\$75,423	\$82,208	\$89,607
Senior Human Resource Analyst	261	\$75,423	\$82,208	\$89,607
Accountant/Internal Auditor	261	\$75,423	\$82,208	\$89,607
Enrollment Center Manager	261	\$72,459	\$78,977	\$86,086
Warehouse/Graphics Manager	261	\$66,557	\$72,544	\$79,074
Custodial Services Manager	261	\$65,193	\$71,070	\$77,467
Grounds Manager	261	\$65,193	\$71,070	\$77,467
Maintenance Manager	261	\$65,193	\$71,070	\$77,467
Asst. Director of Child Nutrition Services	261	\$62,790	\$68,438	\$74,598

*Includes vacation days and holidays

**Plus a \$775 monthly stipend

Updated June 2019 (1.25% increase retroactive to July 1, 2018)

Updated April 2020 removing Exec. Asst. to Supt.

Updated July 30 2020 increasing salary for Director of Classified Human Resources

Updated July 31 2021 adding MEP Maintenance and Energy Programs Manager and Maintenance Manager

Updated August 18 2021 adding Human Resources Manager

Old Salary Schedule - 2020

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 02, 2022

Agenda Section: Section C: Enrichment Agreement

Approval of Agreement #22-161, Porfirio Gutierrez (DeGenna/Ruvalcaba)

Porfirio Gutierrez, a Zapotec artist, will provide a presentation to families at Lemonwood Elementary School on November 8, 2022. He will primarily focus on the Mixteco and Zapoteco indigenous groups while demonstrating traditional indigenous weaving techniques through the use of a frame loom and will also provide a PH changing cochineal demonstration.

FISCAL IMPACT:

Not to exceed \$3,000.00 – Supplemental Concentration

RECOMMENDATION:

It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Associate Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-161 with Porfirio Gutierrez.

ADDITIONAL MATERIALS:

Attached: [Agreement/MOU #22-161, Porfirio Gutierrez \(1 Page\)](#)

**Agreement/MOU #22-161
between
Porfirio Gutierrez
and
Oxnard School District**

The scope of this document is to define the roles and responsibilities of *Porfirio Gutierrez* in providing a presentation to families on indigenous pride while demonstrating art techniques.

This serves as a Memorandum of Understanding and Responsibility Agreement that the Oxnard School District and Porfirio Gutierrez will work together toward promoting cultural understanding for students, families, and district staff. Each agency, according to its defined role, agrees to participate in coordinating, providing, and financing the following services for this agreement.

- 1. Porfirio Gutierrez agrees to:**
 - a. Give two approximately 30-minute talks to children and families on indigenous pride.
 - b. Give a demonstration to accompany his talks (shows how PH levels affect the color of the Cochineal Insect).
 - c. Provide materials (naturally dyed yarn, glue, and paper) and execute yarn drawing activity with the kids and families.
 - d. Bring selected works to display and for the audience to view (can be available for purchase as well).
 - e. Provide insurance coverage that meets the requirements of the Oxnard School District.

- 2. Oxnard School District agrees to:**
 - a. Provide a site for training.
 - b. Provide presentation equipment for in-person meetings (LCD projector, document camera).
 - c. Allocate an account for materials to be purchased by OSD (not for reimbursement).
 - d. Pay Porfirio Gutierrez the amount of \$3,000.00 for services rendered.

The Oxnard School District and Porfirio Gutierrez shall monitor this agreement to oversee the implementation of the project/activity. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implementation on November 8, 2022.

PRESENTER:

OXNARD SCHOOL DISTRICT:

Porfirio Gutierrez

Lisa A. Franz, Director, Purchasing

Date

Date

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort, Ed.D.

Date of Meeting: November 02, 2022

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #22-165 – Hip Hop Mindset (Aguilera-Fort/Shea)

Hip Hop Mindset will provide Social Media management, content creation, and posting services for the Oxnard School District Instagram and Facebook accounts for all 21 school sites in the district. Services will include visiting school sites to capture photo/video of events and creating content (flyers, photos, graphics, videos) for the 2022-2023 school year.

Term of the Agreement: November 17, 2022 through June 30, 2023

FISCAL IMPACT:

Not to exceed \$60,000.00 – Supplemental Concentration Funds

RECOMMENDATION:

It is the recommendation of the Director, Enrichment & Specialized Programs, and the Superintendent, that the Board of Trustees approve Agreement #22-165 with Hip Hop Mindset.

ADDITIONAL MATERIALS:

Attached: [Agreement #22-165, Hip Hop Mindset \(3 Pages\)](#)
[Exhibit C \(2 Pages\)](#)

HIP HOP MINDSET

SHORT TERM SERVICE AGREEMENT

This Service Agreement is made and entered into this 2nd day of November 2022 by and between ***Hip Hop Mindset (Provider)*** and ***Oxnard School District (District)***.

PROVIDER: Hip Hop Mindset **Tax ID or SSN:** 82-3262470

STREET ADDRESS: PO Box 7202, Oxnard CA 93031

Email Address: info@hiphopmindset.com **Phone:** 805-758-5701

SERVICES:

Hip Hop Mindset will provide Social Media management, content creation and posting services for the Oxnard School District Instagram and Facebook accounts for all 21 school sites in the district.

Hip Hop Mindset will visit school sites throughout the week for the 2022/2023 school year to capture photo/video of events, activities, and special occasions.

Hip Hop Mindset will create Highlight videos for special events and occasions and shared on social media.

Hip Hop Mindset will edit photos/videos captured and share with school sites via Google Drive for teachers, principals to view and share as well.

Hip Hop Mindset will create content for OSD Instagram and Facebook accounts which can include (Flyers, Photos, Graphics, Videos)

Hip Hop Mindset will manage accounts, will upload daily onto both accounts (Can include page posts, story posts, reels, polls, questions).

Hip Hop Mindset will charge at an hourly rate of \$100 per hour for their services.

INDEMNIFICATION:

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

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

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

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

OXNARD SCHOOL DISTRICT TO PROVIDE:

- Calendar with special events to cover for the 2022/2023 School Year
- Weekly bulletin from school sites to see what events to cover for the week
- List of events that need to be covered
- Access to OSD Social Media Pages (Instagram / Facebook)
- Access to a Google Drive to share and upload photos/videos with sites, teachers, principals.
- OSD Email account to communicate with principals and teachers at sites to plan days to cover events at their sites.
- OSD Principal Emails contact list

DATES: November 17, 2022 – June 30, 2023

FEES: Not to exceed \$60,000.00 (600 Hours)

PAYMENT: School site will pay provider after receipt of an invoice, net 30 days. Invoices will be emailed monthly.

CONDITIONS: Provider will have no obligation to provide services until a signed copy of this agreement is returned to Hip Hop Mindset.

Any extra hours of service beyond what is outlined shall be agreed on in writing in advance of work by OSD representatives: Lydia Lugo Dominguez, Dr. Ginger Shea, Dr. Karling Aguilera-Fort, Tom Kranzler and HHM.

TERMINATION OF AMENDMENT: This agreement may be terminated or amended in

writing at any time by mutual written consent of all of the parties to this agreement and may be terminated by either party if for any reason by giving the other party 30 days advance written notice.

By Signing Below Parties Agree To Terms Of This Agreement:

PROVIDER (Hip Hop Mindset)

DATE:

District (OSD)

DATE:

Exhibit C

To Agreement for Consultation Services

Insurance

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

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

- 1) Commercial General Liability coverage of not less than two million dollars (\$2,000,000) Aggregate and one million dollars (\$1,000,000) per occurrence.
- 2) Auto liability insurance with limits of not less than one million dollars (\$1,000,000)
- 3) Insurance coverage should include:
 1. owned, non-owned and hired vehicles;
 2. blanket contractual;
 3. broad from property damage;
 4. products/completed operations; and
 5. personal injury.
- 4) Workers' Compensation insurance as required by the laws of the State of California.
- 5) Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) Aggregate.
- 6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:

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

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

Physicians and Medical Corporations \$5,000,000

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

- II. Other Provisions: Insurance policies required by this Agreement shall contain the following provisions:
- A. All Policies: Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits expected after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District.
 - B. General Liability, Automobile Liability, and Abuse/Molestation Coverages
 - 1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of the activities Consultant performs, products and completed operations of Consultant; premises owned, occupied or used by Consultant; automobiles owned, leased hired or borrowed by Consultant; and Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.
 - 2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.
 - 3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.
 - 4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.
- III. Other Requirements: Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require the Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.
- A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.
 - B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.
 - C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort, Ed.D.

Date of Meeting: November 02, 2022

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #22-164, School Services of California (Aguilera-Fort/Mitchell)

School Services of California (SSC) represents school districts throughout the state of California with a variety of educational program, human resources, fiscal and facilities matters both from a planning and an implementation perspective.

School Services of California Inc. (SSC) will conduct an organizational review of the Human Resources Department. The review will include an evaluation of the effectiveness and efficiency of the current organizational structure and recommendations that will identify ways to better integrate and coordinate the functions under review within the Human Resources Department, and with the Business Services department as applicable.

Term of Agreement: November 3, 2022 through September 30, 2023

FISCAL IMPACT:

Not to Exceed \$55,000.00 (\$47,200.00 plus \$7,800.00 for travel and materials) - General Fund

RECOMMENDATION:

It is the recommendation of the Superintendent and the Interim Assistant Superintendent, Business and Fiscal Services, that the Board of Trustees approve Agreement #22-164 with School Services of California.

ADDITIONAL MATERIALS:

Attached: [Agreement #22-164, School Services of California \(3 Pages\)](#)

[Proposal \(10 pages\)](#)

[Certificate of Insurance \(10 pages\)](#)

Client Name: Oxnard School District
Client# 17550/S65W

OSD Agreement #22-164

AGREEMENT FOR SPECIAL SERVICES

Consulting Services

This is an Agreement between the **CLIENT**, as defined above, and **SCHOOL SERVICES OF CALIFORNIA INC.**, hereinafter referred to as “Consultant,” entered into as of November 3, 2022.

RECITALS

WHEREAS, the Client needs assistance regarding an Organizational Review of the Human Resources Department; and

WHEREAS, the Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to assist the Client with an Organizational Review of the Human Resources Department.
2. The Client agrees to pay the Consultant the amount of \$47,200, plus expenses, upon receipt of billing from the Consultant.
 - a. “Expenses” are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials.
 - b. If meetings or presentations are required that are not described in our proposal (for example, a board presentation, implementation consultation, or additional training), a charge of \$310 per hour, per consultant will be billed in addition to actual and reasonable expenses.
3. This Agreement shall be for the period commencing November 3, 2022, and terminating September 30, 2023. It may be terminated at any time prior to

September 30, 2023, by either party on 30 days' written notice. In case of cancellation, the Client shall be liable for any costs accrued to date of cancellation.

4. Due to the dynamic nature of the COVID-19 pandemic, it may not be possible to hold meetings or presentations in person. Instead, a virtual meeting or presentation may be necessary. The Consultant will work with the Client to determine the most appropriate format.
5. It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

By: _____
Lisa A. Franz
Director of Purchasing
Oxnard School District

Date: _____

By: _____
Kathleen Spencer
Vice President
School Services of California Inc.

Date: _____

**Oxnard School District
Organizational Review of the Human Resources Department
Attachment A—List of Comparative Districts**

County	School District	ADA¹	UPP²
Los Angeles	Palmdale Elementary School District (ESD)	17,301	90.46%
Orange	Anaheim ESD	15,579	89.83%
San Bernardino	Etiwanda ESD	13,652	40.87%
San Diego	Cajon Valley Union ESD	15,668	71.24%
San Diego	Escondido Union ESD	14,236	79.28%
Santa Barbara	Santa Maria-Bonita ESD	16,388	92.13%
Santa Clara	Cupertino Union ESD	16,336	17.77%
Ventura	Oxnard ESD	15,248	87.79%

¹Average daily attendance (ADA)

²Unduplicated Pupil Percentage (UPP)

Note: Comparative group comprised of elementary school districts with 13,500 to 17,500 ADA

October 10, 2022

1121 L Street

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Suite 1060

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Sacramento

•

California 95814

•

TEL: 916 . 446 . 7517

•

FAX: 916 . 446 . 2011

•

www.sscal.com

Ms. Valerie Mitchell, MPPA
Interim Assistant Superintendent, Business and Fiscal Services
Oxnard School District
1051 South A Street
Oxnard, CA 93030

Dear Ms. Mitchell:

School Services of California Inc. (SSC) is pleased to respond to Oxnard School District's (District) request for a proposal for an Organizational Review of the Human Resources Department. Our staff is qualified to provide an expert, impartial analysis of the operational issues affecting the District.

Organizational Review

Issues to be considered during the Organizational Review of Human Resources Department will include:

- An evaluation of the effectiveness and efficiency of the current organizational structure
- Identification and analysis of the functions performed by each position in the department, including the identification and suggested elimination of duplicated or unnecessary work and assigning/reassigning work duties where appropriate
- Detailed recommendations that may include changes in the administrative structure and/or staffing
- Identification of ways to better integrate and coordinate the functions under review within the Human Resources Department, and with the Business Services department as applicable

The project will address the following:

- Human Resources Department organizational structure, culture, and staffing (including position analysis)
- Human resources general policies and procedures, including identification of annual regular activities, staff training/development, and communication practices
- Comparative analysis of the staffing and organizational structure of the Human Resources Department as compared to other identified school districts

The following functions will be analyzed from the joint perspective of the Human Resources and the Business Services Departments:

- Employee leave tracking and monitoring
- Position control
- Recruitment, selection, hiring, and onboarding

We approach every Organizational Review as objective outsiders with only one interest in mind—to ensure that the findings and recommendations are supportive of positive change that is measurable by improved organizational performance.

Our approach is results oriented, both in the way we conduct our work and in the criteria we use to assess and evaluate the organizations we review. Our review process assesses how well organizations are aligned to meet their business requirements (mission, goals, and objectives).

Resources are the people, dollars, and support that an organization has at its disposal. In the case of the District, the focus of this review will be on the resources available within the Human Resources Department. Activities are the things that are done with those resources. Outputs refer to the results of activities. We work to identify areas where gaps exist and isolate the reasons behind them. Recommendations are developed to support improvement that is focused on results.

We rely on the following sources of information to support our work:

- **District Staff.** Interviews with the administrators and staff in the Human Resources Department, Business Services Department staff with a role in the functions under review, District administrators, and select staff at the school sites will be used to gather input regarding their understanding of the Human Resources Departments' mission, vision, and goals; business processes; workload targets, indicators, and measures; distribution of time to tasks; responsibilities; authority; and relationships with and dependencies on other District units.

- **Existing Documentation.** This process may include the review and analysis of strategic plans; goals and objectives; existing operational policies and procedures, including desk manuals (if available); job descriptions; organizational charts; annual budgets; administrative regulations; board policies; and audit reports.

Following is an overview of the major task areas that comprise the study activities.

Step 1: Project Orientation

This step will be critical for establishing clear expectations for the project and ensuring that our plan for the work will meet the District’s needs. An initial conference call with District project leader(s) will be held to review the study’s scope, objectives, and approach; revise the proposed work plan as needed; and develop a protocol for future communication. We recognize that the success of this project is dependent on regular communication with the District, and we will work collaboratively and communicate regularly with the project leader(s) to ensure that project goals are met.

We will also gather background information, such as existing operational policies and procedures, relevant data, job descriptions, and organizational charts, to prepare for subsequent interviews and meetings with District staff.

Step 2: Organizational Review

This step will consist primarily of interviews with District administrators and staff in the Human Resource Department and staff in the Business Services Department with a role in the areas under review, as well as other District administrators and select school site staff.

The interviews will focus on obtaining an understanding of the organizational business requirements, the job content of each position in the Human Resources Department and positions within the Business Services Department with a role in the functions under review, corresponding placement within the current organizational structure, and efficiency issues of importance to the supervisor and the position’s current incumbent. District leadership personnel and Business Services and Human Resources Department staff should come prepared to discuss their placement within the organization, key duties, and any other ideas they may have on what works or does not work under the current organizational structure related to the functions under review.

Key documents referenced in Step 1 will also be analyzed during this step to gain a complete understanding of workload and functions.

Please note that due to the dynamic nature of the COVID-19 pandemic, it may not be possible to conduct interviews in person. Instead, a video or telephone interview process may be necessary. SSC will work with the District to determine the most appropriate interview format.

Step 3: Assessment of Current Organizational Structure and Formulation of Recommendations

We will review the data collected in Steps 1 and 2 to formulate recommendations for organizational and procedural changes aimed at improving the overall efficiency and effectiveness of the Human Resources Department. Questions and facts to be considered will include:

- How might the organizational structure be improved to meet workload demands?
- Are the current positions the best to carry out required tasks effectively?
- Are the functions under review properly allocated between staff positions in the Business Services and Human Resources Departments, and do these arrangements provide for proper segregation of duties and adequate internal controls?
- Does effective communication and collaboration related to the functions under review exist between the Business Services and Human Resources Departments and other departments and school sites, and what might be improved?
- What are the functions within the Human Resources Department that require procedural implementation or modification?
- How might duties be combined for effectiveness and efficiency?
- Are there services that should be provided by the Human Resources Department, but are not due to the organizational structure or past practices?
- How might reorganization of the Human Resources Department structure or changes in policies and procedures affect services provided (related to the functions under review) to the other District departments, school sites, students, and employees?

Our report will include a review of the professional standards related to each study area followed by an analysis of the District's practices relative to the identified standards. We will discuss the preliminary study results with the Interim Assistant Superintendent, Business and Fiscal Services or designee.

Step 4: Comparative Staffing Analysis

A comparative analysis of the District's staffing and organizational structure in the Human Resources Department compared to the staffing in three to five unified school districts with similar characteristics (i.e., enrollment, student demographics, etc.) provided in Attachment A.

Step 5: Consultant’s Report

Our report is expected to be organized in the following manner:

- **Overall Observations:** Synopsis of the Organizational Review results.
- **Review Objectives and Methodologies:** Detailed discussion of the review objectives in relation to key organizational issues identified. This section will also include an overview of our methodology in conducting the review.
- **Assessment of Current Organizational Structure and Recommendations:** Description of the existing organizational structure, functional areas required by the District, and staffing and organizational structure comparisons to the other districts in the review, along with any recommended changes. This section will include results of the interviews, review of key documents, and observations, such as (1) misalignment between functional needs and organizational structure, (2) identification of inefficiencies and duplication of work, and (3) other noted findings such as staff training. Recommendations related to specific policies and procedures and process workflows will be also provided.
- **Implementation Plan:** An implementation plan for the recommendations provided in the report will be developed in conjunction with the District. The implementation plan will organize the recommendations into prioritized categories in order to acknowledge immediate and necessary changes recommended, and to provide a suggested order of implementation, especially in cases where recommendations may be related or build upon other recommendations.

Step 6: Final Report

The results of any consulting study must be a working tool for the agencies we serve. Once the District has had an opportunity to review the initial draft report, we recommend a video or teleconference with SSC staff and the Interim Assistant Superintendent, Business and Fiscal Services, or designee, to discuss the draft report and receive the District’s feedback prior to finalizing the Organizational Review report.

Project Timeline

The review will commence at an agreed-upon date shortly after the approval and return of the signed contract to SSC. We expect to spend two to three days interviewing staff. The draft report is expected to be completed within six to eight weeks after the field work is completed and all requested documentation from the District and comparative districts has been received. The Comparative Staffing Analysis relies on participation of the districts selected for the study. The final reports will be completed on a mutually agreed-upon schedule.

Follow-Up Support

Following the delivery of the final report, members of our team will also be available to engage in an interactive two-hour training session to discuss the findings and recommendations to leadership and staff in the Human Resources and Business Services Departments as appropriate. The session will focus on the review of the report, execution of the implementation plan, determination of resources required to implement recommended changes, and accountability structures. Training objectives will be established with the Interim Assistant Superintendent, Business and Fiscal Services and Human Resources Department’s leadership prior to the training session.

Our team will also be available as a resource for consultation as the District team implements the report recommendations on an hourly basis. The scope of any additional work related to implementation of the report will be decided upon mutual agreement of SSC and the District.

SSC’s Consultants

Staff for this project will be managed by one to two consultants from SSC. Each portion of the project will be led by a member of our firm with special expertise in the assigned area:

Danyel Conolley, Director, Management Consulting Services, has many years of school district administrative experience in the areas of human resources management and labor relations. Danyel has extensive experience in all aspects of school district operations and brings expertise in employee recruitment and selection, professional learning and development, employment and personnel management, compensation and employee benefits, workplace investigations, facilitation, and collective bargaining expertise to School Services of California Inc. Danyel holds a Bachelor of Psychology with a minor in Women’s Studies from Humboldt University. She also earned a Master of Human Resource Management from National University. For more than 18 years, Danyel has served school districts in California and most recently served as the Senior Director of Human Resources at Woodland Joint Unified School District.

Brianna García, Vice President, has worked with school districts to strengthen their organizations by conducting organizational reviews, comparative analyses of school district resources and staffing, facilities reviews, and charter petition reviews. She has provided guidance to and completed studies for school districts looking to reorganize and those seeking to consolidate or surplus school sites through the 7–11 process. Brianna has extensive experience related to planning and development of public school facilities, including charter schools and Proposition 39 (2000). She has more than 15 years of professional experience in public K–12 education, has worked as a Facilities Development Manager for the Los Angeles Unified School District, and has completed the University of Southern California Rossier School of Education School Business Management Program earning designation as a certified Chief Business Official. Brianna

graduated from the University of Southern California with a Bachelor of Architecture, a Master of Planning, and a Master of Real Estate Development.

John Gray, President and CEO, contributes tremendous practical experience to the management consulting team and serves the clients of School Services of California Inc. (SSC) by conducting fiscal health analyses, providing collective bargaining assistance, preparing multiyear financial projections, performing school district efficiency studies, conducting internal control reviews, administering district office organizational reviews, and directing executive search services. John is an established speaker for the California Association of School Business Officials (CASBO), the Association of California School Administrators (ACSA), and the California School Boards Association (CSBA) and routinely presents at their events and conferences. He is an instructor at the University of Southern California Rossier School Business Management Certificate program, the CSBA Masters in Governance program, and the CASBO Chief Business Official Certification courses. He also served as Chairman of the Board for EdSource. Prior to joining SSC, John served as the Director of Fiscal Services for Fresno Unified School District. John received his Bachelor of Science in Accounting from California State University, Fresno, and a Master of Administrative Leadership from Fresno Pacific University.

Dave Heckler, Director, Technology and Governmental Relations, provides clients with valuable information on what is happening in the State Capitol regarding legislative and State Budget matters. Dave also shares his expertise in education funding as a consultant to several statewide education coalitions, providing detailed revenue analyses and funding projections for special education. Prior to joining SSC, Dave served in the legislative and constituent affairs office for the Secretary of State and represented the Secretary before policy committees. In addition, while working in the Legislature, one of Dave's major accomplishments was successfully working out various changes to the 2005 federal special education conformity bill (Assembly Bill 1662 [Chapter 653/2005]). Dave is a graduate of California's public school system and received his Bachelor of Arts degree from San Jose State University.

Linette Hodson, Director, Management Consulting Services, has 32 years of experience in public education, including 18 years at an executive cabinet level. In each and every role, her focus has always been to improve educational outcomes for students. She has spent the past decade in a Chief Business Official (CBO) role; and as CBO, she had direct oversight of the human resources department, including serving as the lead negotiator for more than 15 years. Linette also spent more than 10 years as an Assistant Superintendent of Student Services/Special Education. Her career path includes being an elementary school teacher, curriculum resource teacher, and site administrator. Linette has extensive training and experience in collaboration and leadership building strategies, including: alternative dispute resolution, administrator coaching, facilitation, interest-based bargaining, and implementation strategies. Linette received a Bachelor of Arts degree in Elementary Education from Central College in Pella, Iowa, and a master's degree in Education Administration from California State University, Bakersfield.

Wendi McCaskill, Director, Management Consulting Services, has two decades of broad experience in K-12 education finance and fiscal policy. Wendi is an expert in the attendance accounting and instructional time requirements of local educational agencies (LEAs), which play a critical role in independent study as well as the Local Control Funding Formula, other apportionments for LEAs, and the impacts of emergencies such as fires, floods, and the pandemic on LEA budgets. Immediately prior to joining School Services of California Inc. (SSC), she served as the Associate Director of the School Fiscal Services Division at the California Department of Education (CDE) where she oversaw the apportionment of over \$50 billion to LEAs through the Principal Apportionment and the CDE’s guidance on attendance accounting and instructional time. Wendi holds a Bachelor of Arts and a Master of Arts in Political Science, both from San Francisco State University.

Anjanette Pelletier, Director, Management Consulting Services, brings 25 years of special education experience to School Services of California Inc. (SSC), including program development, professional learning networks, Alternative Dispute Resolution training, and expertise in special education legislation and fiscal policy. She has advanced training in dispute prevention, resolution techniques, and facilitation strategies, and uses these skills to lead professional learning and improvement teams. Anjanette is a Licensed Educational Psychologist and has supported local educational agencies (LEAs) in roles from school psychologist to Associate Superintendent for the San Mateo County Special Education Local Plan Area (SELPA). She obtained a Bachelor of Science in Psychology from the University of California, Berkeley, and a Master of Science in Clinical Child and School Psychology from the California State University, Hayward.

Matt Phillips, CPA, Director, Management Consulting Services, provides support to school districts for fiscal-related matters such as budget reviews, salary schedule analyses, organizational reviews, and negotiations, including factfinding services. He also participates in presenting workshops across the state on a variety of topics including collective bargaining, district budgeting, federal compliance, and auditing. His accounting and auditing background, experience working in a school district, attainment of Certified Public Accountant license, and completion of the Fiscal Crisis & Management Assistance Team Chief Business Official (CBO) Mentor Program resulting in the California Association of School Business Officials (CASBO) CBO certificate all provide the foundation for his expertise. Matt graduated from the California State University, Chico, with a Bachelor of Business Administration with emphasis in Accounting.

Charlene Quilao, Assistant Director, Management Consulting Services, brings over a decade of experience to School Services of California Inc. (SSC), providing extensive technical and professional services to local school agencies and community colleges to help them implement and maintain effective and efficient operations. As an integral member of SSC’s Management Consulting Services team, Charlene prepares research and data analysis in order to conduct organizational reviews, efficiency studies, comparative analyses of school district resources and

staffing, special education studies, total compensation studies, statewide workshops, informative publications, and other client services. Charlene received her bachelor's degree from San Francisco State University, focusing on social sciences and research and is an American Bar Association Certified Paralegal.

Suzanne Speck, Executive Vice President, provides support to school districts, county offices of education, and community college districts in governance, management, collective bargaining, employer-employee relations, human resources, special education, and general consulting. Before joining School Services California Inc. (SSC) in 2009, Suzanne served school districts in California for more than 20 years as a special education teacher, principal, and assistant superintendent of human resources. She brings a wealth of experience in the area of employment, personnel management, strategic planning, and organizational development. She served on the Fiscal Crisis and Management Assistance Team for human resources in South Monterey Joint Union High School District, Compton Community College District, and Inglewood Unified School District. Suzanne has received advanced training in mediation and facilitation strategies and also has extensive experience leading large and small groups on various topics, including strategic planning, special education allocation plan development, budget advisory committees, and health benefit committees. As a seasoned and skillful facilitator, she is often asked to lead governance teams in the evaluation of superintendents, to mediate conflicts between individual employees and/or groups of employees, and to assist local educational agencies in building more collaborative labor relations.

Kathleen Spencer, Vice President, works with school districts, charter schools, county offices of education, and community colleges to implement effective and efficient operations through innovative strategies. She serves educational agencies in strengthening operations and resource management through organizational reviews, shared services and efficiency studies, budget reviews, comparative analyses of school district resources and staffing, total compensation studies, and facilities reviews. She specializes in the impacts of federal health care reform and the demands on employers to provide cost effective and legally compliant benefits. Kathleen also provides negotiations support to local educational agencies (LEA) and has prepared and presented many school district factfinding cases, resulting in positive and improved labor relations for both the LEA and employee group. Kathleen received her bachelor's degree from California State University, Sacramento, focusing on social sciences and research.

Teddi Wentworth, Assistant Director, Management Consulting Services, brings extensive human resources (HR) management and operations experience to School Services of California Inc. (SSC). Prior to working for SSC, Teddi served California local educational agencies for over 14 years in various HR roles. Teddi has expansive, relevant knowledge of classified and certificated employment practices along with experience in project development and implementation, negotiations and bargaining support, position control, and employee leave management. Teddi supports SSC's HR Network and executive searches. Additionally, she

conducts organizational reviews, comparative studies, and other client services as a part of the HR team at SSC.

Project Fees

We propose conducting this project for \$47,200, plus expenses, relative to completion of the project. Expenses are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials. The project fee is inclusive of the interactive two-hour training session to discuss the findings and recommendations with leadership and staff in the Human Resources Department, and Business Services Department as appropriate. Additional implementation consultation can be provided on an hourly basis at a charge of \$310 per hour, per consultant and will be billed in addition to actual and reasonable expenses. The scope of any additional work related to implementation of the report will be decided upon mutual agreement of SSC and the District.

If meetings or presentations are required that are not described in this proposal (for example, a board presentation or additional training), a charge of \$310 per hour, per consultant will be billed in addition to actual and reasonable expenses. We will submit monthly billings for services associated with this project.

After reviewing the proposal, if you decide that the proposed scope should be expanded or contracted, we would be happy to make modifications and provide a revised fee. If the proposal meets with your approval, please let us know and we will send you the finalized proposal and Agreement for Special Services via DocuSign for signature. Our proposal is valid for 60 days from the date of this letter.

We appreciate the confidence you have in our firm and look forward to working with the District on the upcoming Organizational Review of the Human Resources Department.

Sincerely,



Kathleen Spencer
Vice President

Enclosure



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/7/2022

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

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

PRODUCER McGee & Thielen Insurance Brokers, Inc. 3840 Rosin Court, Suite 245 Sacramento, CA 95834 www.mcgeethielen.com 0633187	CONTACT NAME: PHONE (A/C, No. Ext): 916-646-1919 FAX (A/C, No): 916-646-0995 E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE NAIC #	
INSURED School Services of California Inc. 1121 L Street, Suite 1060 Sacramento CA 95814	INSURER A: Ohio Security Insurance Company 24082	
	INSURER B: Employers Preferred Insurance Company 10346	
	INSURER C:	
	INSURER D:	
	INSURER E:	
INSURER F:		

COVERAGES

CERTIFICATE NUMBER: 70729900

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	<input checked="" type="checkbox"/>		BKS55749125	12/15/2021	12/15/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY	<input checked="" type="checkbox"/>		BAS55749125	12/15/2021	12/15/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	EIG 4797729-01	6/30/2022	6/30/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Bus. Pers. Prop., RC, Special			BKS55749125	12/15/2021	12/15/2022	\$267,456 Limit; \$1,000 Deductible

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

Certificate Holder is an additional insured per blanket endorsement CG9039

CERTIFICATE HOLDER
 Oxnard SD
 1051 South A Street
 Oxnard CA 93030
CANCELLATION

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

AUTHORIZED REPRESENTATIVE

John Wood

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ACORD 25 (2016/03)

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**COMMERCIAL GENERAL LIABILITY EXTENSION
(CALIFORNIA)**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

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With respect to coverage afforded by this endorsement, the provisions of the policy apply unless modified by the endorsement.

A. NON-OWNED AIRCRAFT

Under Paragraph **2. Exclusions** of **Section I – Coverage A - Bodily Injury And Property Damage Liability**, exclusion **g. Aircraft, Auto Or Watercraft** does not apply to an aircraft provided:

1. It is not owned by any insured;
2. It is hired, chartered or loaned with a trained paid crew;
3. The pilot in command holds a currently effective certificate, issued by the duly constituted authority of the United States of America or Canada, designating her or him a commercial or airline pilot; and
4. It is not being used to carry persons or property for a charge.

However, the insurance afforded by this provision does not apply if there is available to the insured other valid and collectible insurance, whether primary, excess (other than insurance written to apply specifically in excess of this policy), contingent or on any other basis, that would also apply to the loss covered under this provision.

B. NON-OWNED WATERCRAFT

Under Paragraph **2. Exclusions** of **Section I – Coverage A - Bodily Injury And Property Damage Liability**, Subparagraph **(2)** of exclusion **g. Aircraft, Auto Or Watercraft** is replaced by the following:

This exclusion does not apply to:

- (2)** A watercraft you do not own that is:
 - (a)** Less than 52 feet long; and
 - (b)** Not being used to carry persons or property for a charge.

C. PROPERTY DAMAGE LIABILITY – ELEVATORS

1. Under Paragraph **2. Exclusions** of **Section I - Coverage A – Bodily Injury And Property Damage Liability**, Subparagraphs **(3)**, **(4)** and **(6)** of exclusion **j. Damage To Property** do not apply if such “property damage” results from the use of elevators. For the purpose of this provision, elevators do not include vehicle lifts. Vehicle lifts are lifts or hoists used in automobile service or repair operations.
2. The following is added to **Section IV – Commercial General Liability Conditions**, Condition **4. Other Insurance**, Paragraph **b. Excess Insurance**:

The insurance afforded by this provision of this endorsement is excess over any property insurance, whether primary, excess, contingent or on any other basis.

D. EXTENDED DAMAGE TO PROPERTY RENTED TO YOU (Tenant’s Property Damage)

If Damage To Premises Rented To You is not otherwise excluded from this Coverage Part:

1. Under Paragraph **2. Exclusions** of **Section I - Coverage A - Bodily Injury and Property Damage Liability**:
 - a. The fourth from the last paragraph of exclusion **j. Damage To Property** is replaced by the following:

Paragraphs **(1)**, **(3)** and **(4)** of this exclusion do not apply to "property damage" (other than damage by fire, lightning, explosion, smoke, or leakage from an automatic fire protection system) to:

 - (i)** Premises rented to you for a period of 7 or fewer consecutive days; or
 - (ii)** Contents that you rent or lease as part of a premises rental or lease agreement for a period of more than 7 days.

Paragraphs **(1)**, **(3)** and **(4)** of this exclusion do not apply to "property damage" to contents of premises rented to you for a period of 7 or fewer consecutive days.

A separate limit of insurance applies to this coverage as described in **Section III – Limits of Insurance**.

- b. The last paragraph of subsection **2. Exclusions** is replaced by the following:
Exclusions **c.** through **n.** do not apply to damage by fire, lightning, explosion, smoke or leakage from automatic fire protection systems to premises while rented to you or temporarily occupied by you with permission of the owner. A separate limit of insurance applies to Damage To Premises Rented To You as described in **Section III – Limits Of Insurance.**
- 2. Paragraph **6.** under **Section III – Limits Of Insurance** is replaced by the following:
 - 6. Subject to Paragraph **5.** above, the Damage To Premises Rented To You Limit is the most we will pay under Coverage **A** for damages because of "property damage" to:
 - a. Any one premise:
 - (1) While rented to you; or
 - (2) While rented to you or temporarily occupied by you with permission of the owner for damage by fire, lightning, explosion, smoke or leakage from automatic protection systems; or
 - b. Contents that you rent or lease as part of a premises rental or lease agreement.
- 3. As regards coverage provided by this provision **D. EXTENDED DAMAGE TO PROPERTY RENTED TO YOU (Tenant's Property Damage)** - Paragraph **9.a.** of **Definitions** is replaced with the following:
 - 9.a. A contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning, explosion, smoke, or leakage from automatic fire protection systems to premises while rented to you or temporarily occupied by you with the permission of the owner, or for damage to contents of such premises that are included in your premises rental or lease agreement, is not an "insured contract".

E. MEDICAL PAYMENTS EXTENSION

If **Coverage C Medical Payments** is not otherwise excluded, the Medical Payments provided by this policy are amended as follows:

Under Paragraph **1. Insuring Agreement** of **Section I – Coverage C – Medical Payments**, Subparagraph **(b)** of Paragraph **a.** is replaced by the following:

- (b)** The expenses are incurred and reported within three years of the date of the accident; and

F. EXTENSION OF SUPPLEMENTARY PAYMENTS – COVERAGES A AND B

- 1. Under **Supplementary Payments – Coverages A and B**, Paragraph **1.b.** is replaced by the following:
 - b. Up to **\$3,000** for cost of bail bonds required because of accidents or traffic law violations arising out of the use of any vehicle to which the Bodily Injury Liability Coverage applies. We do not have to furnish these bonds.
- 2. Paragraph **1.d.** is replaced by the following:
 - d. All reasonable expenses incurred by the insured at our request to assist us in the investigation or defense of the claim or "suit", including actual loss of earnings up to **\$500** a day because of time off from work.

G. ADDITIONAL INSURED - BY CONTRACT, AGREEMENT OR PERMIT

- 1. Paragraph **2.** under **Section II – Who Is An Insured** is amended to include as an insured any person or organization whom you have agreed to add as an additional insured in a written contract, written agreement or permit. Such person or organization is an additional insured but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused in whole or in part by:
 - a. Your acts or omissions, or the acts or omissions of those acting on your behalf, in the performance of your on going operations for the additional insured that are the subject of the written contract or written agreement provided that the "bodily injury" or "property damage" occurs, or the "personal and advertising injury" is committed, subsequent to the signing of such written contract or written agreement; or

- b. Premises or facilities rented by you or used by you; or
- c. The maintenance, operation or use by you of equipment rented or leased to you by such person or organization; or
- d. Operations performed by you or on your behalf for which the state or political subdivision has issued a permit subject to the following additional provisions:
 - (1) This insurance does not apply to “bodily injury”, “property damage”, or “personal and advertising injury” arising out of the operations performed for the state or political subdivision;
 - (2) This insurance does not apply to “bodily injury” or “property damage” included within the “completed operations hazard”.
 - (3) Insurance applies to premises you own, rent, or control but only with respect to the following hazards:
 - (a) The existence, maintenance, repair, construction, erection, or removal of advertising signs, awnings, canopies, cellar entrances, coal holes, driveways, manholes, marquees, hoist away openings, sidewalk vaults, street banners, or decorations and similar exposures; or
 - (b) The construction, erection, or removal of elevators; or
 - (c) The ownership, maintenance, or use of any elevators covered by this insurance.

However:

- (i) If an additional insured(s) is a builder, general contractor or contractor not affiliated with the builder; and
- (ii) You have entered into a residential construction contract subject to the requirements of California Civil Code Section 2782(c) with such builder or contractor;

then such builder or contractor is an additional insured under this endorsement but only to the extent of the liability for “bodily injury”, “property damage” or “personal injury and advertising injury” that you have assumed in the residential construction contract with that party.

With respect to Paragraph 1.a. above, a person’s or organization’s status as an additional insured under this endorsement ends when:

- (1) All work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed by or on behalf of the additional insured(s) at the location of the covered operations has been completed; or
- (2) That portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

With respect to Paragraph 1.b. above, a person’s or organization’s status as an additional insured under this endorsement ends when their written contract or written agreement with you for such premises or facilities ends.

With respects to Paragraph 1.c. above, this insurance does not apply to any “occurrence” which takes place after the equipment rental or lease agreement has expired or you have returned such equipment to the lessor.

The insurance provided by this endorsement applies only if the written contract or written agreement is signed prior to the "bodily injury" or "property damage".

We have no duty to defend an additional insured under this endorsement until we receive written notice of a “suit” by the additional insured as required in Paragraph b. of Condition 2. **Duties In the Event Of Occurrence, Offense, Claim Or Suit** under **Section IV – Commercial General Liability Conditions**.

2. With respect to the insurance provided by this endorsement, the following are added to Paragraph 2. Exclusions under Section I - Coverage A - Bodily Injury And Property Damage Liability:

This insurance does not apply to:

- a. "Bodily injury" or "property damage" arising from the sole negligence of the additional insured.
- b. "Bodily injury" or "property damage" that occurs prior to you commencing operations at the location where such "bodily injury" or "property damage" occurs.
- c. "Bodily injury", "property damage" or "personal and advertising injury" arising out of the rendering of, or the failure to render, any professional architectural, engineering or surveying services, including:
 - (1) The preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; or
 - (2) Supervisory, inspection, architectural or engineering activities.
- d. "Bodily injury" or "property damage" occurring after:
 - (1) All work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed by or on behalf of the additional insured(s) at the location of the covered operations has been completed; or
 - (2) That portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.
- e. Any person or organization specifically designated as an additional insured for ongoing operations by a separate **ADDITIONAL INSURED -OWNERS, LESSEES OR CONTRACTORS** endorsement issued by us and made a part of this policy.

H. **PRIMARY AND NON-CONTRIBUTORY ADDITIONAL INSURED EXTENSION**

This provision applies to any person or organization who qualifies as an additional insured under any form or endorsement under this policy.

Condition 4. **Other Insurance** of **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS** is amended as follows:

- a. The following is added to Paragraph a. **Primary Insurance**:

If an additional insured's policy has an Other Insurance provision making its policy excess, and you have agreed in a written contract or written agreement to provide the additional insured coverage on a primary and noncontributory basis, this policy shall be primary and we will not seek contribution from the additional insured's policy for damages we cover.

- b. The following is added to Paragraph b. **Excess Insurance**:

When a written contract or written agreement, other than a premises lease, facilities rental contract or agreement, an equipment rental or lease contract or agreement, or permit issued by a state or political subdivision between you and an additional insured does not require this insurance to be primary or primary and non-contributory, this insurance is excess over any other insurance for which the additional insured is designated as a Named Insured.

Regardless of the written agreement between you and an additional insured, this insurance is excess over any other insurance whether primary, excess, contingent or on any other basis for which the additional insured has been added as an additional insured on other policies.

I. ADDITIONAL INSUREDS- EXTENDED PROTECTION OF YOUR “LIMITS OF INSURANCE”

This provision applies to any person or organization who qualifies as an additional insured under any form or endorsement under this policy.

1. The following is added to Condition **2. Duties In The Event Of Occurrence, Offense, Claim or Suit**:

An additional insured under this endorsement will as soon as practicable:

- a. Give written notice of an "occurrence" or an offense that may result in a claim or "suit" under this insurance to us;
 - b. Tender the defense and indemnity of any claim or "suit" to all insurers whom also have insurance available to the additional insured; and
 - c. Agree to make available any other insurance which the additional insured has for a loss we cover under this Coverage Part.
 - d. We have no duty to defend or indemnify an additional insured under this endorsement until we receive written notice of a "suit" by the additional insured.
2. The limits of insurance applicable to the additional insured are those specified in a written contract or written agreement or the limits of insurance as stated in the Declarations of this policy and defined in **Section III – Limits of Insurance** of this policy, whichever are less. These limits are inclusive of and not in addition to the limits of insurance available under this policy.

J. WHO IS AN INSURED- INCIDENTAL MEDICAL ERRORS / MALPRACTICE WHO IS AN INSURED - FELLOW EMPLOYEE EXTENSION- MANAGEMENT EMPLOYEES

Paragraph **2.a.(1)** of **Section II - Who Is An Insured** is replaced with the following:

- (1) "Bodily injury" or "personal and advertising injury":
- (a) To you, to your partners or members (if you are a partnership or joint venture), to your members (if you are a limited liability company), to a co-"employee" while in the course of his or her employment or performing duties related to the conduct of your business, or to your other "volunteer workers" while performing duties related to the conduct of your business;
 - (b) To the spouse, child, parent, brother or sister of that co-"employee" or "volunteer worker" as a consequence of Paragraph (1) (a) above;
 - (c) For which there is any obligation to share damages with or repay someone else who must pay damages because of the injury described in Paragraphs (1) (a) or (b) above; or
 - (d) Arising out of his or her providing or failing to provide professional health care services. However, if you are not in the business of providing professional health care services or providing professional health care personnel to others, or if coverage for providing professional health care services is not otherwise excluded by separate endorsement, this provision (Paragraph (d)) does not apply.

Paragraphs (a) and (b) above do not apply to "bodily injury" or "personal and advertising injury" caused by an "employee" who is acting in a supervisory capacity for you. Supervisory capacity as used herein means the "employee's" job responsibilities assigned by you, includes the direct supervision of other "employees" of yours. However, none of these "employees" are insureds for "bodily injury" or "personal and advertising injury" arising out of their willful conduct, which is defined as the purposeful or willful intent to cause "bodily injury" or "personal and advertising injury", or caused in whole or in part by their intoxication by liquor or controlled substances.

The coverage provided by provision J. is excess over any other valid and collectable insurance available to your "employee".

K. NEWLY FORMED OR ADDITIONALLY ACQUIRED ENTITIES

Paragraph 3. of **Section II - Who Is An Insured** is replaced by the following:

3. Any organization you newly acquire or form and over which you maintain ownership or majority interest, will qualify as a Named Insured if there is no other similar insurance available to that organization. However:
 - a. Coverage under this provision is afforded only until the expiration of the policy period in which the entity was acquired or formed by you;
 - b. Coverage A does not apply to "bodily injury" or "property damage" that occurred before you acquired or formed the organization; and
 - c. Coverage B does not apply to "personal and advertising injury" arising out of an offense committed before you acquired or formed the organization.
 - d. Records and descriptions of operations must be maintained by the first Named Insured.

No person or organization is an insured with respect to the conduct of any current or past partnership, joint venture or limited liability company that is not shown as a Named Insured in the Declarations or qualifies as an insured under this provision.

L. FAILURE TO DISCLOSE HAZARDS AND PRIOR OCCURRENCES

Under **Section IV – Commercial General Liability Conditions**, the following is added to Condition 6. **Representations:**

Your failure to disclose all hazards or prior "occurrences" existing as of the inception date of the policy shall not prejudice the coverage afforded by this policy provided such failure to disclose all hazards or prior "occurrences" is not intentional.

M. KNOWLEDGE OF OCCURRENCE, OFFENSE, CLAIM OR SUIT

Under **Section IV – Commercial General Liability Conditions**, the following is added to Condition 2. **Duties In The Event of Occurrence, Offense, Claim Or Suit:**

Knowledge of an "occurrence", offense, claim or "suit" by an agent, servant or "employee" of any insured shall not in itself constitute knowledge of the insured unless an insured listed under Paragraph 1. of **Section II – Who Is An Insured** or a person who has been designated by them to receive reports of "occurrences", offenses, claims or "suits" shall have received such notice from the agent, servant or "employee".

N. LIBERALIZATION CLAUSE

If we revise this Commercial General Liability Extension Endorsement to provide more coverage without additional premium charge, your policy will automatically provide the coverage as of the day the revision is effective in your state.

O. BODILY INJURY REDEFINED

Under **Section V – Definitions**, Definition 3. is replaced by the following:

3. "Bodily Injury" means physical injury, sickness or disease sustained by a person. This includes mental anguish, mental injury, shock, fright or death that results from such physical injury, sickness or disease.

P. EXTENDED PROPERTY DAMAGE Exclusion a. of COVERAGE A. BODILY INJURY AND PROPERTY DAMAGE LIABILITY is replaced by the following:

a. Expected Or Intended Injury

"Bodily injury" or "property damage" expected or intended from the standpoint of the insured. This exclusion does not apply to "bodily injury" or "property damage" resulting from the use of reasonable force to protect persons or property.

Q. WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US – WHEN REQUIRED IN A CONTRACT OR AGREEMENT WITH YOU

Under **Section IV – Commercial General Liability Conditions**, the following is added to Condition **8. Transfer Of Rights Of Recovery Against Others To Us**:

We waive any right of recovery we may have against a person or organization because of payments we make for injury or damage arising out of your ongoing operations or "your work" done under a contract with that person or organization and included in the "products-completed operations hazard" provided:

1. You and that person or organization have agreed in writing in a contract or agreement that you waive such rights against that person or organization; and
2. The injury or damage occurs subsequent to the execution of the written contract or written agreement.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: November 02, 2022

Agenda Section: Section C: Personnel Agreement

Ratification of Agreement #22-162 – University of La Verne (Carroll)

This is a Field Experience Agreement between the University of La Verne (University) and the Oxnard School District (OSD). University and OSD will jointly undertake an affiliation to provide fieldwork experience through directed teaching, practicum experience, and/or fieldwork to its students enrolled in the University's undergraduate and graduate programs.

Term of Agreement: September 15, 2022 through September 14, 2025

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Director, Certificated Human Resources, that the Board of Trustees ratify Agreement #22-162 with the University of La Verne.

ADDITIONAL MATERIALS:

Attached: [Agreement #22-162, University of La Verne \(14 Pages\)](#)
[Certificate of Insurance \(2 Pages\)](#)



LAFETRA COLLEGE OF EDUCATION
FIELDWORK AGREEMENT

This Agreement is made and entered into this 15th day of September, 2022 through the 14th day of September, 2025 by and between **Oxnard School District** (District) and University of La Verne (University) to set forth the terms and conditions under which District and University will jointly undertake an affiliation to provide fieldwork experiences through directed teaching, practicum experiences and/or fieldwork experiences to its students enrolled in the University's undergraduate and graduate programs.

Undergraduate Level Programs

Child Development
Educational Studies

Graduate Level Programs

Administrative Services Credential Candidates
Administrative Services Intern Credential Candidates
Child Development
Educational Counseling Credential/ Masters Candidates
Educational Counseling Intern Credential Candidates
Education Specialist: Mild/Moderate Preliminary Credential Candidates
Education Specialist: Mild/Moderate Preliminary Intern Credential Candidates
Multiple Subject and Single Subject Credential Candidates
Multiple Subject and Single Subject Intern Credential Candidates
School Psychology Credential Candidates
School Psychology Intern Credential Candidates
Transitional Kindergarten

In consideration of the mutual covenants and agreements contained herein, the sufficiency of which is hereby acknowledged, University and District agree as set forth below.

GENERAL PROVISIONS

1. Description of Fieldwork Experiences. The University is accredited by the California Commission on Teacher Credentialing (CCTC) as a credential granting institution and desires to provide fieldwork experiences through directed teaching, practicum experiences and/or fieldwork experiences to its students enrolled in the University's undergraduate programs: Educational Studies and Child Development programs and graduate programs: Multiple and Single Subject Teacher Education program, Education Specialist program, Child Development program, Educational Counseling program, School Psychology program, and Administrative Services program curricula.

2. Intern Programs. The University of La Verne's LaFetra College of Education offers Internship Programs in Multiple and Single Subject Teaching, Education Specialist Mild/Moderate, School Counseling, School Psychology, and Administrative Services for qualified students. These internship programs provide a process whereby selected, qualified individuals may be employed as multiple and single subject teachers, education specialist teachers, counselors, psychologists, and school administrators in participating public schools and concurrently meet the University of La Verne's requirements in professional education. These internship requirements are consistent with the current multiple and single subject teaching, education specialist teaching, counseling, psychology, and administrative services credential programs; provisions detailed in Exhibit 1.

Under this contract, the District shall provide intern experiences for the Multiple and Single Subject credential program, Education Specialist program, Educational Counseling program, School Psychology program, and the Administrative Services program.

3. Compensation. It has been determined between the Parties hereto that the payments for Multiple and Single Subject candidates and Education Specialist candidates be made to the District under this agreement do not exceed the actual cost of the District of the services rendered by the District and that there is an understanding that the University does not provide stipends to the District for Educational Counseling, School Psychology, Administrative Services, Educational Studies and Child Development programs;

Introductory Supervised Teaching - \$150.00 per student teaching assignment for each student in full-day introductory directed teaching.

Advanced Supervised Teaching - \$150.00 per student teaching assignment

for each student in full-day directed teaching.

Intern Teaching: Multiple and Single Subject and Education Specialist School-Site Support Providers receive a stipend of \$200 for each semester they have an intern.

4. Nondiscrimination. The parties agree that they shall not discriminate in any of their programs or contracts against any person because of race, color, religion (creed), sex, gender identity or expression, sexual orientation, national origin (ancestry), disability, age, genetic information, marital status, citizenship, pregnancy or maternity, protected veteran status, or any other status protected by applicable national, federal, state, or local law.

UNIVERSITY'S RESPONSIBILITIES

5. Academic Program Administration. University will be responsible for coordination and administration of the Students' academic experience. University shall have full authority to determine the requirements for each Student's matriculation and participation in their program, and for decisions regarding grading, awarding of academic credit, and the awarding of credentials and degrees.

Program Curriculum and Administration. University shall design and deliver to District the curriculum for the student's program, including development of Student learning objectives, evaluation criteria, reporting requirements, orientation plan, and identification of appropriate learning activities during placement at District. University shall also assure the quality of the placement, and modify it as needed to reflect evaluative input received from District.

5.1 University Policies. University shall provide Placement Site a statement of its policies on illness and injury, time loss for special events, class attendance requirements, and any other policy applicable to Student performance during their fieldwork experience.

5.2 Evaluation Tools. University will provide forms for the evaluation of Students or develop student performance evaluation tools in conjunction with District.

6. Faculty Liaison. University will designate an appropriately qualified and credentialed faculty member to coordinate and act as the Faculty Liaison with

Placement Site.

7. Students. University will select and adequately prepare Students for participation in the Fieldwork Program at Placement Site and will notify Placement Site in writing of any change in a Student's status.

7.1 Academic Information. University will provide and maintain records and reports of Students as necessary to conduct the education of the Students and will provide Placement Site information pertaining to relevant education and training for all Students participating in the Fieldwork Program.

7.2 Additional Required Documentation. Prior to the arrival of Students at the Placement Site, University will verify that Student has satisfied any and all screening and placement requirements required by Placement Site. Prior to any University student entering a District Placement Site to complete fieldwork, practicum, or supervised teaching, he/she must have TB clearance and be cleared by the state with either a Certificate of Clearance or other form of DOJ clearance.

7.3 Discipline. University agrees to discipline Students willfully violating Placement Site rules, policies, procedures, or standards of professional conduct.

8. Adherence to Placement Site Policies. University shall require that Students adhere to Placement Site rules, policies, procedures, and standards of professional conduct.

8.1 Identification. If required by Placement Site, University shall require that Students wear Placement Site identification tags.

9. Withdrawal and/or Removal of Students. University is responsible for removal and withdrawal of a Student from the Fieldwork Program if Placement Site or University determines that the Student's performance is inadequate, including, but not limited to, instances of inappropriate behavior, malpractice or unethical conduct. Notwithstanding the foregoing, should a Student's performance at any time be determined by Placement Site to be unacceptable, Placement Site shall have the right to immediately correct the situation, which may include a demand for removal of the Student from Placement Site facilities, and University agrees to honor any such demand.

10. Insurance. University shall carry and maintain at least \$1,000,000 per occurrence and \$3,000,000 in General Aggregate commercial general liability

insurance and provide District with an additional covered party endorsement naming the District as an additional covered party. Copies of renewal notices during the term of this contract must be provided to the District within thirty (30) days to keep the contract in force. If the University changes insurance carriers, District must be notified thirty (30) days prior to change. Other Coverage as Dictated by the District: If any employee interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a certificated school employee, Provider shall procure and maintain, during the term of this Agreement, Abuse and Molestation coverage in the amounts of \$2,000,000 per occurrence and \$4,000,000 aggregate.

DISTRICT'S RESPONSIBILITIES

11. Fieldwork Learning Experience. The District will provide experiences through fieldwork and directed teaching for Multiple Subject, Single Subject and Education Specialist candidates. The district will provide practicum and fieldwork experiences for Educational Counseling, School Psychology, and Administrative Services candidates. Educational Studies candidates shall be provided fieldwork experiences, and Child Development candidates shall be provided fieldwork and supervised teaching experiences. These experiences will be provided in schools and classes of the District, for students of the University who qualify for such assignments, under the direct supervision and instruction of such credentialed employees of the District, as the District and the University, through their duly authorized representatives, may agree upon.

Directed teaching for Multiple and Single Subject credential candidates shall be deemed to include all supervised student teaching in the University's two supervised teaching courses.

12. Placement Site Supervisors. In accordance with the specific terms of the applicable letter agreement, District and/or Placement Site, will designate in writing Placement Site Supervisors to supervise the learning experiences of the Students, and will designate in writing at least one person to serve as contact with University personnel to assure mutual participation in and review of the Fieldwork Program and Student progress. Placement Site will notify appropriate University program in writing of any change or proposed change of the Placement Site Supervisor or designated contact person.

Programs as used herein and elsewhere in this agreement means active participation in the duties and functions of either classroom teaching, fieldwork experiences, practicum experiences, supervised teaching, or directed teaching, under the direct supervision and instruction of employees of the District holding a valid credential, with a minimum of three years of exemplary experience as a classroom teacher, school counselor, school psychologist, or site administrator, issued by the California Commission on Teacher Credentialing.

13. a. Evaluation and Reporting. Placement Site will submit required reports on each Student's performance and will provide an evaluation to University on forms provided by University. Placement Site will notify University of any significant situation or problem that may threaten the successful completion of the Fieldwork Program by the Student.

b. Privacy of Education Records. Placement Site acknowledged that University is subject to the Family Educational Rights and Privacy Act (FERPA) and that personally identifiable information and other matters directly related to a student either disclosed by the University to Placement Site or created by Placement Site in connection with the Fieldwork Program: (1) shall not be disclosed or re-disclosed to any person or entity other than University officials without the prior written consent of the Student, except as provided below; and (2) shall be viewed only by Placement Site officials or staff who have a legitimate need to view such information to verify the qualifications of the Student to participate in the Fieldwork Program or in connection with evaluation and reporting the Student's performance to University. Placement Site may disclose/re-disclose the Student's information as required by a State, Federal or accreditation, or as otherwise required pursuant to law.

LIABILITY AND INDEMNIFICATION

14. Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless Oxnard School District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages & expenses, including but not limited to, reasonable legal fees & costs or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of

any of its officers, agents, employees, participants, vendors, customers or subcontractors of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of Oxnard School District, or loss or theft of such property, or damage to the Property done or caused by such persons. Oxnard School District assumes no responsibility whatsoever for any property placed on Oxnard School District premises by Provider, Provider's agent, employees, participants, vendors, customers or subcontractors. Provider further hereby waives any and all rights of subrogation that it may have against the Oxnard School District. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the Oxnard School District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

TERM AND TERMINATION

15. Term. This Agreement is effective beginning September 15, 2022 and will continue in effect for three years, through September 14, 2025, unless terminated in accordance with Section 21. The parties may renew this Agreement for an additional three-year term by written agreement prior to the termination date.

16. Termination. Either party may terminate this Agreement with or without cause by giving the other party sixty (60) days advanced written notice; however, in the event an academic term/semester has commenced, such notice shall not become effective until the academic term/semester has concluded. Students in good standing currently participating in the Fieldwork Program that is in progress at the time of termination may complete that fieldwork experience.

16.1 Immediate Termination as to Individual Students. Placement Site reserves the right to take immediate action to terminate the use of its facilities by any Student where it deems it necessary to maintain its operation free of disruption.

MISCELLANEOUS PROVISIONS

17. Entire Agreement. This Agreement constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided for herein.

18. Amendment. This Agreement may only be modified by a subsequent written Agreement executed by the parties. The provisions in this Agreement may not be

modified by any attachment or letter agreement as described elsewhere in this Agreement.

19. Governing Law. The parties’ rights or obligations under this Agreement will be construed in accordance with and any claim or dispute relating thereto will be governed by the laws of the State of California.

20. Representatives. The parties designate an individual as their respective representative (each, a “Representative”) to manage their respective performance under the terms of this Agreement. All notices, demands, requests, or other communications required to be given or sent by University or Placement Site, will be in writing and will be mailed by first-class mail, postage prepaid, or transmitted by hand delivery or facsimile, addressed to the Representative as follows.

Placement Site Representative	University Representative
Name: Oxnard School District	Name: Clinical Teaching Office
Address: 1051 South A Street Oxnard, CA 93030	Address: 1950 Third St. La Verne, CA 91750
Tel: 805-385-1501	Tel: 909-448-4573
Email: scarroll@oxnardsd.org	Email: ctoffice@laverne.edu

Each party may designate a change of address by notice in writing. All notices, demands, requests, or communications that are not hand-delivered will be deemed received three (3) days after deposit in the U.S. mail, postage prepaid; or upon confirmation of successful facsimile transmission.

21. Survival. University and Placement Site expressly intend and agree that Section 14 of this Agreement will survive the termination of this Agreement for any reason.

22. Severability. If any provision of this Agreement, or of any other agreement, document or writing pursuant to or in connection with this Agreement, shall be held to be wholly or partially invalid or unenforceable under applicable law, said provision will be ineffective to that extent only, without in any way affecting the remaining parts or provisions of said agreement.

23. Waiver. Neither the waiver by any of the parties hereto of a breach of or a default under any of the provisions of this Agreement, nor the failure of either of the parties, on one or more occasions, to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will therefore be construed as a

waiver of any subsequent breach or default of a similar nature, or as a waiver of any of such provisions, rights or privileges hereunder.

24. Mutual Representations and Warranties. Each party represents and warrants that (i) it will comply with all applicable laws, rules, regulations and orders of any governmental authority in connection with its performance under this Agreement, and (ii) it has the necessary authority to enter into this Agreement and carry out its obligations hereunder.

The following signatures hereby indicate approval of this Agreement:

UNIVERSITY OF LA VERNE
("University")

OXNARD SCHOOL DISTRICT
("District")

By



Dr. Kerop Janoyan, Ph.D.
Provost and Vice President for
Academic Affairs

By

Lisa A. Franz
(Name)
Director, Purchasing
(Title)

CERTIFICATION

I, the duly appointed and acting Secretary to the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on _____, 2022.

It was moved, seconded and carried that the attached Agreement with **Oxnard School District** whereby the University may assign Students to the schools in the School District for the purpose of fieldwork experiences through, practicum experiences and/or fieldwork experiences, directed teaching, supervised teaching or internships be approved; and the Secretary to the Board is hereby authorized to execute the same.

DISTRICT

COUNTY

BY

TITLE

Exhibit 1

Intern Credential Program Eligibility:

These programs permit the students to become eligible for the intern credential if the student has:

Multiple and Single Subject Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed the program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Subject matter competence: CSET
6. Passed CBEST
7. Been offered employment as a classroom teacher in the credential subject area
8. U.S. Constitution
9. Speech

Internship must be completed within two years.

Interns are supervised by the University and the District.

Education Specialist Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Subject matter competence: CSET
6. Passed CBEST
7. Been offered employment as an education specialist-mild-moderate teacher
8. Complete previous experience in a special education classroom

Internship must be completed within two years.

Interns are supervised by the University and the District.

Educational Counseling Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Passed CBEST
6. Letters of recommendation
7. Personal statement
8. Been offered employment as a school counselor

Internship must be completed within two years.

Interns are supervised by the University.

School Psychology Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Passed CBEST
6. Letters of recommendation
7. Personal statement
8. Been offered employment as a school psychologist

Internship must be completed within two years.

Interns are supervised by the University.

Administrative Services Intern Eligibility

1. Preliminary or clear teaching credential or other appropriate credential
2. Admitted into program and completed program's prerequisite course requirements
3. Minimum three years teaching or other appropriate experience
4. Letters of recommendation
5. Personal statement
6. Been offered employment as a school administrator

Internship must be completed within two years.

Interns are supervised by the University.

RESPONSIBILITIES OF PARTICIPATING PUBLIC SCHOOL DISTRICTS

The participating public school district has the following responsibilities:

1. To assist in the screening of interns;
2. To screen and employ qualified interns;
3. To determine the salary of each intern in accordance with district policies;
4. To identify and assign an individual who holds the appropriate valid California Credential (for the applicable program), to provide on-site supervision of the internship teacher, counselor, psychologist, or administrative services candidate throughout the internship experience.
5. To assume appropriate responsibilities for preparing the intern for full credentialing, including advising, supervising, evaluating and recommending the intern for the credential.
6. District shall assign each intern a site supervisor, who along with the University, shall supervise the intern on a regular basis, in order to fulfill Commission on Teacher Credentialing support hours.

EVALUATION

The Multiple and Single Subject Teacher Internship Program, Education Specialist Mild/Moderate Internship Program, Educational Counseling Intern Program, School Psychology Intern Program, and the Administrative Services Intern

Program Evaluation Plan will be conducted by the individual Departments of the LaFetra College of Education of the University of La Verne, in cooperation with approved participating public school districts. The evaluation plan will include the following components:

1. evaluation of candidates prior to admission to the program
2. continuing evaluation during the period of internship counseling
3. final evaluation prior to recommendation to CCTC
4. follow-up of graduates
5. evaluation of the program



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

9/26/2022

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

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

PRODUCER Arthur J. Gallagher & Co. Insurance Brokers of CA. 500 N. Brand Boulevard Suite 100 Glendale CA 91203	CONTACT NAME: Nick Grover PHONE (A/C. No. Ext): 818-539-1336 E-MAIL ADDRESS: nick_grover@ajg.com		FAX (A/C. No): 818-539-1636
	INSURER(S) AFFORDING COVERAGE		
INSURED University of La Verne 1950 Third Street La Verne, CA 91650	UNVLAVE-01	INSURER A : United Educators Ins, a Reciprocal Risk Retention	NAIC # 10020
		INSURER B : Travelers Property Casualty Co of America	25674
		INSURER C :	
		INSURER D :	
		INSURER E :	

COVERAGES

CERTIFICATE NUMBER: 1465448626

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> \$10,000 Ded. GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			U06-360	7/1/2022	7/1/2023	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ Included GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ Included \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 1,000,000			U06-360	7/1/2022	7/1/2023	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			UB-1S903424-21-14-G	7/1/2022	7/1/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liability			U06-360	7/1/2022	7/1/2023	Each Claim 1,000,000 Aggregate 3,000,000 Deductible 10,000

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

Subject to all policy terms, conditions, and exclusions. Certificate Holder is included as an Additional Insured for General Liability coverage as required by virtue of a written contract or agreement and to the extent insurable as respects their interest in the operations of the Named Insured. Sexual Misconduct is included under the General Liability coverage.

CERTIFICATE HOLDER**CANCELLATION**

Oxnard School District
 1051 South A Street
 Oxnard CA 93030
 USA

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

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2016/03)

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THIS CERTIFICATE SUPERSEDES PREVIOUSLY ISSUED CERTIFICATE

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ADDITIONAL INSURED ENDORSEMENT

In consideration of the premium charged, **we** agree with the **Educational Organization** that, subject always to all other provisions of this Policy,

Oxnard School District, its governing board, officers, agents, employees, and/or volunteers

is an additional **Insured** but only with respect to **Occurrences** arising out of operations and functions for or on behalf of an **Included Entity**.

All other Policy provisions remain the same.


Authorized Representative



OXNARD SCHOOL DISTRICT

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

AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOLING

AGREEMENT #22-149

THIS AGREEMENT, made and entered into this 2nd day of November 2022, by and between the OXNARD SCHOOL DISTRICT, hereinafter referred to as the District, and Cinnamon Hills Youth Crisis Center, hereinafter referred to as the nonpublic, nonsectarian school.

WITNESSETH:

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

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

Student: MP042409

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

1. The nonpublic school will provide a program of instruction which is consistent with the pupil's individual educational plan as specified in the individual service agreement attached hereto and made a part hereof, and that the nonpublic, nonsectarian schools basic educational program and designated instruction and services shall be described in a written statement to be provided to the school district prior to the execution of this agreement.
2. Services shall be provided for the **2022-2023** school year at a daily rate of \$170.35 for 167 days, plus 44 days of extended school year through August 10, 2023; a \$372.29 daily rate for 306 days for room and board, intensive social/emotional services for \$83.27 daily rate for 306 days; transportation services for \$3,200.00, total services not to exceed **\$178,545.21**
3. The nonpublic school shall keep attendance of each pupil daily and shall report attendance monthly to the school district. Such attendance records shall be kept in a California State school register and copies of such register shall be filed with monthly invoices to the district within thirty (30) days after the close of the school month. Separate attendance registers shall be submitted for all designated instruction and services.



OXNARD SCHOOL DISTRICT

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

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

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

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

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

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

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

All cost for this service, including intake, testing, tuition, and elective not to exceed **\$178,545.21**
Student: MP042409

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



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

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

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

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



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

Date

Lisa A. Franz, Director, Purchasing
Oxnard School District

Date

Tara Smith, Business Manager
Cinnamon Hills Youth Crisis Center
Nonpublic, Nonsectarian School

Cinnamon Hills

2022/2023 Academic Calendar

	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Reg	Ext
July 2022					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	20
Aug 2022	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			16	7
Sept 2022				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21	0
Oct 2022	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					21	0
Nov 2022		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			19	0
Dec 2022				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21	0
Jan 2023	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				20	0
Feb 2023			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28				19	0
Mar 2023			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	23	0
Apr 2023	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						20	0
May 2023	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			0	22
June 2023				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	22
																									Total Days	180	71

First Day of School for Student: 8/10/2022 First Day of the Regular School Year
Last Day of School for Student: 4/28/2023 Last Day of the Regular School Year
First Day of Extended School Year: 5/1/2023
Last Day of Extended School Year: 8/10/2023
Total Number of Regular School Days: 180
Total Number of Extended School Days: 71

First quarter ends, progress reports due by 10/15/22
 Second quarter ends, progress reports due by 01/15/23
 Third quarter ends, progress reports due by 04/15/23
 Fourth quarter ends, progress reports due by 07/15/23

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA

Date of Meeting: November 02, 2022

Agenda Section: Section C: Support Services Agreement

Ratification of Agreement #22-157 – HopSkipDrive, Inc. (Mitchell/Galvan)

HopSkipDrive, Inc., upon request by the District, will from time to time supplement the districts' transportation programs using sedans, mini-vans, and SUV's to assist in transporting McKinney-Vento, special-needs, out of district students, and hard-to-serve trips to and from school.

Term of Agreement: July 1, 2022 through June 30, 2023

FISCAL IMPACT:

Not to exceed \$100,000.00 – General Fund

(\$30.00/HR Base Fee + \$2.65 per mile + (\$0.10) per Ride California Access for All Fee)

When the average gasoline price exceeds \$5.00 per gallon, the per mile rate will be increased by calculating 30% of the price of gasoline that exceeds \$5.00, and adding it to the base mileage rate. For example, if the price of gasoline in the market, according to the gasoline price index, is \$5.20, the increase would be 30% of 20 cents, or 6 cents. The gasoline price index to be used shall be found on the following website: <https://www.eia.gov/>.

RECOMMENDATION:

It is the recommendation of the Director of Transportation, and the Interim Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees ratify Agreement #22-157 with HopSkipDrive, Inc.

ADDITIONAL MATERIALS:

Attached: [Agreement #22-157, HopSkipDrive, Inc. \(11 Pages\)](#)

TRANSPORTATION COORDINATION LICENSE AND SERVICES AGREEMENT

THIS TRANSPORTATION COORDINATION LICENSE AND SERVICES AGREEMENT (the “*Agreement*”) is entered into as of July 1, 2022 (the “*Effective Date*”) by and between **HOPSKIPDRIVE, INC.**, a Delaware corporation (the “*Contractor*”), and Oxnard School District (the “*Organization*”).

1. **Services.** During the term of this Agreement, Contractor will provide transportation coordination services (the “*Services*”) to the Organization as described on Exhibit A attached to this Agreement by arranging transportation by HopSkipDrive drivers (“*Drivers*”) for certain riders who attend the Organization. The Organization will use an application, available on a Software-as-a-Service basis, in order to utilize the Services.

2. **Compensation.** As consideration for the Services to be provided by Contractor and other obligations, the Organization shall pay to Contractor the amounts specified in Exhibit B attached to this Agreement at the times specified therein. Amounts required to be paid to Contractor under this Agreement may not include applicable taxes and other surcharges, including applicable charges imposed by a governmental entity. Such taxes and other surcharges, if applicable, will be the responsibility of Organization (except that Organization will not be responsible for any taxes on Contractor's income).

3. **Term and Termination.**

(a) **Term.** The term of this Agreement shall be from the Effective Date until June 30th, 2023.

4. **Independent Contractor.** Contractor’s relationship with the Organization will be that of an independent contractor.

(a) **Method of Provision of Services.** Contractor shall be solely responsible for determining the method, details and means of performing the Services.

(b) **No Benefits.** Contractor acknowledges and agrees that Contractor and its employees, subcontractors or affiliates will not be eligible for any Organization employee benefits and, to the extent Contractors or its employees, subcontractors or affiliates otherwise would be eligible for any Organization employee benefits but for the express terms of this Agreement, Contractor (on behalf of itself and its employees, subcontractors and affiliates) hereby expressly declines to participate in such Organization employee benefits.

(c) **Withholding.** Contractor shall have full responsibility for applicable withholding taxes for all compensation paid to Contractor, its partners, agents or its employees under this Agreement, and for compliance with all applicable labor and employment requirements with respect to Contractor’s business organization and Contractor’s partners, agents and employees, including state worker’s compensation insurance coverage requirements and any US immigration visa requirements.

1.

5. **Supervision of Contractor Services.** All of the Services to be performed by Contractor will be as agreed to between Contractor and the Organization in writing.

6. **Relationship between the Organization and its Families.**

(a) Contractor shall contact the adult parents and legal guardians of the Organization's riders (each, a "***Family***" and collectively, the "***Families***") regarding any material issues that may arise in connection with the Services. In the event of a serious incident in connection with the Services, including without limitation an accident, Contractor shall contact each of the following individuals, in the following order: (i) Rita Galvan at 805-385-1501 or (the "**Organization Notification Contact**"). In the event Organization needs to change the Organization Notification Contact, it shall communicate those changes to Contractor in writing and provide Contractor with five (5) business days to make the requested changes. Once the requested changes are made, Contractor shall provide Organization with written notice that the contact change has occurred (the "**Organization Notification Contact Change**"). Until the Organization receives the Organization Notification Contact Change, Contractor shall continue to use the contact information previously provided by Organization. Organization Notification Contact Changes shall not be considered amendments for purposes of this Agreement.

(b) Organization acknowledges that Contractor's Terms of Use specifically indicates that minors are not permitted to use HopSkipDrive accounts. Organization shall communicate to Families and their riders that minors are not permitted to use the HopSkipDrive app or contact Contractor's Customer Support team to request changes to their rides.

(c) Organization acknowledges and agrees that Contractor may assess damage fees to Organization for damage to a Driver's vehicle caused by a rider, and Organization agrees to pay such damage fees in accordance with the terms set forth in Exhibit B. Damages include any actual physical damage or professional cleaning required as a result of a rider's actions. The damage fee imposed by Contractor will be based on Contractor's reasonable assessment of the damage and supported by written evidence such as receipts or photographs.

7. **Authority of Organization to Arrange Transportation.** Organization represents and warrants that it is legally authorized to arrange transportation using Contractor on behalf of the parents and guardians of Organization's riders.

8. **License.** Subject to all limitations and restrictions contained herein, Contractor grants Organization a limited, nonexclusive and nontransferable right to access and operate the object code form of the software made available to Organization on a Software-as-a-Service basis (the "Application"), solely to utilize the Services. In no event will Organization disassemble, decompile, or reverse engineer the Application or permit others to do so. By signing this Agreement, Organization irrevocably acknowledges that, subject to the licenses granted herein, Organization has no ownership interest in the software or related materials provided to Organization. Contractor will own all right, title, and interest in such software and related materials, subject to any limitations associated with intellectual property rights of third parties. Contractor reserves all rights not specifically granted herein.

9. **Marketing.** Subject to applicable laws regarding privacy of rider information, Organization grants Contractor the right to publish true and verifiable results of the Services for purposes of marketing material, case studies, responses to requests for proposals, or other promotional and informational material developed by Contractor. “True and verifiable results” include but are not limited to cost savings realized by Organization, the number of riders transported, and the number of rides conducted. True and verifiable results do not include personal information about riders or families. Organization consents to Contractor’s use of Organization’s name, logo and/or trademark for any marketing materials that Contractor may disseminate to the public in promotion of Contractor’s Services, provided that such use of the Organization’s name, logo and/or trademark is solely for purposes of identifying Organization as a user of Contractor’s Services.

10. **Liability; Indemnity; Insurance.**

(a) EACH PARTY’S ENTIRE LIABILITY FOR ALL CLAIMS RELATED TO THIS AGREEMENT WILL NOT EXCEED THE AMOUNT OF ANY ACTUAL DIRECT DAMAGES INCURRED UP TO THE AMOUNTS PAID FOR THE SERVICE FOR THE TWELVE (12) MONTHS PRECEDING THE DATE ON WHICH THE CLAIM HAS ARISEN, REGARDLESS OF THE BASIS OF THE CLAIM. NEITHER PARTY WILL BE LIABLE UNDER THIS AGREEMENT FOR SPECIAL, INDIRECT, INCIDENTAL, EXEMPLARY, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE BASIS OF THE CLAIM AND IRRESPECTIVE OF WHETHER SUCH PARTY SHALL HAVE BEEN PREVIOUSLY ADVISED OF THE POSSIBILITY THEREOF.

(b) Contractor shall indemnify, defend and hold the Organization harmless from any third party demands, claims or losses, including but not limited to reasonable attorney’s fees (“Losses”), to the extent caused by a material breach by Contractor of any of its obligations under this Agreement. Contractor will have no obligation to indemnify, defend and hold harmless to the extent that Losses have been caused by the Organization. Organization shall indemnify, defend and hold Contractor harmless from any third party Losses, to the extent caused by a material breach by Organization of any of its obligations under this Agreement. Organization will have no obligation to indemnify, defend and hold harmless to the extent that Losses have been caused by Contractor. This provision shall survive the termination or expiration of this Agreement.

(c) Contractor shall maintain minimum required insurance coverage as set forth on Exhibit C. Contractor agrees to furnish Organization with a Certificate of Insurance evidencing such insurance coverage and shall deliver to Organization, within five (5) days of the mutual execution of this Agreement, an endorsement reflecting Organization as an additional insured as to Contractor’s policies set forth on Exhibit C.

11. **Conflicts with this Agreement.** Except as set forth in Section 6(b), above, Contractor represents and warrants that neither Contractor nor any of Contractor’s partners, employees or agents is under any pre-existing obligation in conflict or in any way inconsistent with the provisions of this Agreement. Organization represents and warrants that neither Organization nor any of Organization’s

partners, employees or agents is under any pre-existing obligation in conflict or in any way inconsistent with the provisions of this Agreement.

12. **Miscellaneous.**

(a) **Amendments and Waivers.** Any term of this Agreement may be amended or waived only with the written consent of the parties.

(b) **Sole Agreement.** This Agreement, including the Exhibits hereto, constitutes the sole agreement of the parties and supersedes all oral negotiations and prior writings with respect to the subject matter hereof.

(c) **Notices.** Any notice required or permitted by this Agreement shall be in writing and shall be deemed sufficient upon receipt, when delivered personally or by courier, overnight delivery service or confirmed facsimile, 48 hours after being deposited in the regular mail as certified or registered mail (airmail if sent internationally) with postage prepaid, if such notice is addressed to the party to be notified at such party's address as set forth below, or as subsequently modified by written notice.

To Contractor:

HopSkipDrive, Inc.
360 East 2nd Street, Suite 325
Los Angeles, CA 90012
Attn: Legal Department
Email: legal@hopskipdrive.com

To Organization:

Oxnard School District
1051 South A Street
Oxnard, California 93030
United States
Attn: Rita Galvan
Email: rgalvan@oxnardsd.org

(d) **Choice of Law.** The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the State of California, without giving effect to the principles of conflict of laws.

(e) **Severability.** If one or more provisions of this Agreement are held to be unenforceable under applicable law, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then (i) such provision shall be excluded from this Agreement, (ii) the balance of the Agreement shall be interpreted as if such provision were so excluded and (iii) the balance of the Agreement shall be enforceable in accordance with its terms.

(f) **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

(g) **Force Majeure.** Neither the Organization nor Contractor is responsible for any failure to perform its obligations hereunder if it is prevented or delayed in performing those obligations by an event of force majeure, which events shall include without limitation natural disasters, riots, wars, illness of a Driver, a Driver's mechanical problems, or any other similar cause.

(h) **Arbitration.** Any dispute or claim arising out of or in connection with any provision of this Agreement will be finally settled by binding arbitration in Los Angeles, California, in accordance with the rules of the American Arbitration Association by one arbitrator appointed in accordance with said rules. The arbitrator shall apply California law, without reference to rules of conflicts of law or rules of statutory arbitration, to the resolution of any dispute. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. Notwithstanding the foregoing, the parties may apply to any court of competent jurisdiction for preliminary or interim equitable relief, or to compel arbitration in accordance with this paragraph, without breach of this arbitration provision.

(i) **Publicity.** Contractor shall have the right to publicize that it is a transportation services provider for the Organization.

(j) **Compliance with Laws.** Each party shall comply with the federal, state, and local laws and regulations applicable to the party in the performance of this Agreement.

(k) **Criminal History Record Information.** Pursuant to applicable laws, Contractor shall conduct background checks on all drivers who will have direct, in-person contact with Organization's students and/or riders.

(l) **Advice of Counsel.** EACH PARTY ACKNOWLEDGES THAT, IN EXECUTING THIS AGREEMENT, SUCH PARTY HAS HAD THE OPPORTUNITY TO SEEK THE ADVICE OF INDEPENDENT LEGAL COUNSEL AND HAS READ AND UNDERSTOOD ALL OF THE TERMS AND PROVISIONS OF THIS AGREEMENT. THIS AGREEMENT SHALL NOT BE CONSTRUED AGAINST ANY PARTY BY REASON OF THE DRAFTING OR PREPARATION HEREOF.

[SIGNATURE PAGE FOLLOWS]

The parties have executed this Agreement on the respective dates set forth below.

HopSkipDrive, Inc.

Oxnard School District

By:

By:

(Signature)

(Signature)

Name:

Name:

(Printed Name)

Lisa A. Franz

(Printed Name)

Title:

Title:

Director, Purchasing

Address: 360 East 2nd Street, Suite 325, Los Angeles,
CA 90012

Address: 1051 South A Street
Oxnard, California 93030
United States

Date:

Date:

EXHIBIT A

DESCRIPTION OF SERVICES

Organization may create an account on Contractor's platform and request rides for Organization's students through such accounts. Contractor shall arrange requested rides with Drivers on an ongoing and as-needed basis. Rides will be completed based on pricing outlined in Exhibit B of this Agreement.

Cancellation Policy: Rides cancelled more than eight (8) hours of the pickup time shall result in no charge to Organization. Rides cancelled between one (1) and eight (8) hours of the pickup time shall result in a charge equal to fifty percent (50%) of the estimated ride charge; rides cancelled within one (1) hour of the pickup time shall result in a charge equal to one hundred percent (100%) of the estimated ride charge. This charge is applicable to rides in which the rider is a 'no show' as well as rides cancelled by the ride organizer within the one (1) hour time period. **To ensure that Contractor is notified in the case of any Organization closures or delays, Organization is asked to add Contractor to its emergency contact lists using the following number: (213) 699-3380**

Organization is encouraged to ensure that riders are at the appropriate pick-up location at the time of pick-up for purposes of rider safety and efficiency in pick-up procedures. When a Driver cannot readily locate a rider, the Driver shall wait up to ten (10) minutes after the scheduled arrival time, provided that such wait is permitted by Organization's pick-up procedures. During that time, the Driver will attempt to contact the Ride Arranger and the rider. If pick-up delays become a consistent challenge, Organization will work with Contractor to update pick-up times. If no remedy can be made through updating pick-up times, Contractor reserves the right to charge Organization \$10.00 per vehicle for wait times that exceed 10 minutes. In all cases, if, after 15 minutes the Driver has not located the Rider, the Driver shall depart and Organization will be charged 100% of the estimated ride charge.

EXHIBIT B

FEE

For Services rendered by Contractor under this Agreement, Organization shall pay Contractor the following fees (collectively, the “*Fee*”) in addition to any damage fees imposed by Contractor pursuant to Section 6(c) of the Agreement:

Thirty Dollar (\$30) Base Fee + Two Dollars and Sixty-Five Cents (\$2.65) Dollars per Mile + Ten Cents (\$.10) per Ride California Access for All Fee

When the average gasoline price exceeds \$5.00 per gallon, the per mile rate will be increased by calculating 30% of the price of gasoline that exceeds \$5.00 and adding it to the base mileage rate. For example, if the price of gasoline in the market, according to the gasoline price index, is \$5.20, the increase would be 30% of 20 cents, or 6 cents. The gasoline price index to be used shall be found on the following website: <https://www.eia.gov/>

Contractor shall provide Organization with an invoice via email to Rita Galvan at rgalvan@oxnardsd.org (the “**Invoice Notification Contact**”), in a format consistent with the following Sample Invoice and Sample Supporting Documentation, within thirty (30) days of the end of each month during which Services were provided. In the event Organization needs to change the Invoice Notification Contact, it shall communicate those changes to Contractor in writing and provide Contractor with five (5) business days to make the requested changes. Once the requested change is made, Contractor shall provide Organization with written notice that the contact change has occurred (the “**Invoice Notification Contact Change**”). Until the Organization receives the Invoice Notification Contact Change, Contractor shall continue to use the contact information previously provided by Organization. Invoice Notification Contact Changes shall not be considered amendments for purposes of this Agreement.

Organization shall pay Contractor within thirty (30) days of Organization’s receipt of such invoice. Any invoice that is not paid within the time set forth herein shall be subject to late fees at the rate of 1.5% per month or the maximum rate permitted by law, whichever is less, and such late fee shall be added to and payable on the overdue amount. Organization shall pay all collection costs, including without limitation reasonable attorney fees actually incurred by Contractor. In addition to any other right or remedy provided by law, Organization’s failure to provide timely payment may be deemed a material breach of this Agreement and Contractor shall be entitled to terminate this Agreement, cease the Services, and seek any and all available legal remedies, notwithstanding the provision of late fees hereunder and without waiving any of its other rights and remedies for such breach. Contractor’s failure to declare any late payment a breach shall not constitute a waiver of Contractor’s rights hereunder to declare any subsequent late payment a breach.

Sample Invoice

HopSkipDrive, Inc.
1933 S. Broadway, Ste. 1144
Los Angeles, CA 90007 US
accounting@hopskipdrive.com
hopskipdrive.com



HopSkipDrive

Invoice

BILL TO
ABC School District
123 Fake St.
Los Angeles, CA 90007

INVOICE # 1957
DATE 04/01/2019
DUE DATE 05/01/2019
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
4031.2 B2B Base plus miles Completed Trips Base plus miles Completed Trips	4	31.0925	124.37
4032.2 B2B Base plus miles Cancelled Trips Base plus miles Cancelled Trips	2	12.83	25.66

To pay your invoice by credit card or free bank transfer click "Review and Pay" on the invoice then click "Pay Now".

BALANCE DUE

\$150.03

You can also pay via Bill.com at <https://app.bill.com/Login>.
(Payment Network ID 0160726151291838)

Sample Invoice Supporting Documentation

Organizer Invoice 1957 Account #12345

April 1, 2019 to April 30, 2019

ABC School District

123 Fake St., Los Angeles, CA, 90007 USA

Invoice Total: \$150.03

Scheduled Start	Trip ID	Trip State	Origin Address	Destination Address	Passengers or Cancelled Passengers	Est. Miles	Total Due
4/29/2019 12:15:00 PM	148919E	cancelled	123 Fake St. Los Angeles, CA 90007 USA	456 ABC St. Sherman Oaks, CA 91403 USA	Passenger Four	9.23	\$12.52
4/29/2019 10:30:00 AM	148919B	cancelled	789 Test St. Sherman Oaks, CA 91403 USA	123 Fake St. Los Angeles, CA 90007 USA	Passenger One Passenger Three	7.81	\$13.14
4/10/2019 2:15:00 PM	144950C	complete	789 Test St. Sherman Oaks, CA 91403 USA	456 ABC St. Sherman Oaks, CA 91403 USA	Passenger One Passenger Two	7.70	\$33.05
4/10/2019 10:15:00 AM	144949E	complete	456 ABC St. Sherman Oaks, CA 91403 USA	123 Fake St. Los Angeles, CA 90007 USA	Passenger Four Passenger Three	7.81	\$32.76
4/4/2019 12:30:00 PM	143751E	complete	123 Fake St. Los Angeles, CA 90007 USA	456 ABC St. Sherman Oaks, CA 91403 USA	Passenger Two Passenger Four	9.23	\$25.58
4/4/2019 9:15:00 AM	143749E	complete	789 Test St. Sherman Oaks, CA 91403 USA	123 Fake St. Los Angeles, CA 90007 USA	Passenger Three Passenger One	7.81	\$32.98
Grand Total						49.59	\$150.03

EXHIBIT C

MINIMUM INSURANCE COVERAGE

Contractor Minimum Insurance:

Automobile Liability: \$1,000,000 single limit/\$1,000,000 UM/UIM

General Liability: \$1,000,000 per occurrence/\$2,000,000 aggregate

Sexual Misconduct: \$1,000,000 limit/\$2,000,000 aggregate

Employer's Liability: \$2,000,000

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 02, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement/MOU #22-163 – County of Ventura (DeGenna/Jefferson)

This agreement between County of Ventura and Oxnard School District is to provide Special Education Home and School Based Mental Health Services on an as needed basis per IEP's during the 2022-2023 school year.

Term of Agreement: July 1, 2022 through June 30, 2023

FISCAL IMPACT:

\$834,624.00 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education, and the Associate Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-163 with the County of Ventura.

ADDITIONAL MATERIALS:

Attached: [Agreement/MOU #22-163, County of Ventura \(9 Pages\)](#)

**MEMORANDUM OF UNDERSTANDING FOR THE PROVISION OF SPECIAL
EDUCATION MENTAL HEALTH SERVICES**

This MEMORANDUM OF UNDERSTANDING FOR THE PROVISION OF SPECIAL EDUCATION MENTAL HEALTH SERVICES ("MOU") is made and entered into as of November 2, 2022 by and among Oxnard School District ("LEA") and the County of Ventura, acting through its Behavioral Health Department ("COUNTY"). Hereinafter, LEA and COUNTY may be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, the Ventura County Special Education Local Plan Area ("SELPA") is part of the Ventura County Office of Education ("VCOE"), which is the local agency responsible for performing functions such as the receipt and distribution of funds, providing administrative support to local education agencies, and coordinating SELPA implementation pursuant to California Education Code section 56195.1(c)(2).

WHEREAS, VCOE SELPA and LEA are responsible for ensuring that students with disabilities receive the special education and related services needed to address their social, emotional and behavioral needs and receive a free appropriate public education in accordance with the federal Individuals with Disabilities Education Act ("IDEA") and California Education Code sections 56195 et seq. and 56205.

WHEREAS, VCOE SELPA previously contracted with COUNTY for the provision of educationally related mental health services, also referred to as Educationally Related Social Emotional Services ("ERSSES"), to students pursuant to individualized education programs on behalf of local education agencies in Ventura County; however, due to a change in law, local education agencies will receive funding directly, rather than through VCOE SELPA, for the provision of educationally related mental health services and therefore now needs to contract directly with COUNTY for the provision of educationally related mental health services.

NOW, THEREFORE, in consideration of the mutual promises, covenants, terms and conditions hereinafter contained, and with regard to the above recitals, the Parties agree as follows:

- 1. Array of Services:** Upon LEA's request, COUNTY agrees to provide to LEA educationally related mental health services which may include, but are not limited to, assessments, individual therapy, group therapy, collateral services, case management, any other mental health services as defined in California Education Code section 56363; Code of Federal Regulations, title 34, section 300.34; or a student's individualized education program. This MOU is not intended to make COUNTY a "public agency" within the meaning of the IDEA or related case law, nor is it intended to make COUNTY subject to the due process mandates of the IDEA.

2. Funding of Services:

- a. Notwithstanding anything in this MOU to the contrary, LEA agrees to reimburse COUNTY for the provision of all educationally related mental health services which it provides pursuant to a student's individualized education program according to the rates set forth in Exhibit "A" (Schedule of Fees), attached hereto and incorporated herein by this reference. The rates set forth in Exhibit "A" (Schedule of Fees) are not set by law but have been negotiated between VCOE and LEA.
- b. COUNTY will bill LEA for indirect costs using the flat rate of 15% after the total for services has been determined.
- c. COUNTY will pass through to the LEA the costs, net of other revenue, for Collaborative Educational Services (COEDS) paid by VCBH to Aspiranet for Medi-Cal eligible clients.
- d. Subject to all applicable laws, COUNTY agrees to use its reasonable best efforts to maximize to the extent possible other sources of county, state, or federal funding, including, but not limited to, funding from Medi-Cal. Such funding and/or reimbursements received by COUNTY for provision of educationally related mental health services shall offset any amount LEA is required to pay under this MOU. COUNTY shall provide LEA a basic accounting of the funding or reimbursements it receives when submitting any invoices to LEA.
- e. Billing and Payment. COUNTY will invoice LEA on a quarterly basis for all educationally related mental health services performed by COUNTY pursuant to this MOU. COUNTY will send via U.S. Mail the quarterly invoice to LEA within 45 days of the end of each quarter during the term of this MOU. Upon finding that COUNTY has satisfactorily performed the services, LEA shall make payment to COUNTY within 30 days of its receipt of each quarterly invoice.

3. Privacy: The Parties acknowledge the protections afforded to student health information under regulations adopted pursuant to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") (Pub. Law. No. 14-109), the California Confidentiality of Medical Information Act (Cal. Civ. Code, § 56 et seq.), student records under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g), and under provisions of state law relating to privacy. The Parties shall ensure that all activities undertaken under this MOU will conform to the requirements of these laws and all other applicable confidentiality and privacy laws.

4. Student Data Privacy: The Parties acknowledge the protections to student data privacy and the nature of duties and responsibilities outlined and agreed to in the California Student Data Privacy Agreement which includes student data transmitted to the COUNTY from the LEA pursuant to compliance with all applicable statutes, including the FERPA (20 U.S.C. § 1232g), Protection of Pupil Rights Amendment

("PPRA") (20 U.S.C. 1232h), Children's Online Privacy Protection Act ("COPPA") (15 U.S.C. §§ 6501-6506), Student Online Personal Information Protection Act ("SOPIPA") (Cal. Bus. & Prof. Code, § 22584), California Education Code Section 49073.1, and other applicable California State laws which may be amended from time to time.

5. Indemnification:

- a. COUNTY's Indemnity Obligation. To the fullest extent permitted by California law, COUNTY shall at its sole expense indemnify, protect, defend and hold harmless LEA its officers, agents, employees, elected board members, and volunteers from and against any third-party liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, personal injury, death, damage to real property, and damage to personal property, to the extent the liability arises out of or is in any way attributable to the negligence, recklessness, or willful misconduct by COUNTY, its officers, agents, employees or subcontractors. This obligation to indemnify and defend LEA and its members' as set forth herein is binding on the successors and assigns of COUNTY and shall survive the termination of this MOU.
- b. LEA's Indemnity Obligation. To the fullest extent permitted by California law, LEA shall at its sole expense indemnify, protect, defend and hold harmless COUNTY, its officers directors, board of supervisors, employees, agents and volunteers from and against any third-party liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys' fees and costs, court costs, interest, defense costs, and expert witness fees) of any kind, nature, and description, including, but not limited to, personal injury, death, damage to real property, and damage to personal property, to the extent the liability arises out of or is in any way attributable to the negligence, recklessness, or willful misconduct by LEA or by any individual or entity for which LEA is legally liable, or that arises out of or is in any way directly attributable to the alleged existence of dangerous conditions on LEA real property while services under this MOU are being rendered at any VCOE site. This obligation to indemnify and defend COUNTY, its providers, employees, and agents as set forth here is binding on the successors and assigns of VCOE and shall survive the termination of this MOU.

6. Required Insurance

- a. General Liability Insurance: COUNTY represents to LEA that COUNTY is legally self-insured for its general liability, property damage, and abuse and molestation risk for two million dollars (\$2,000,000.00) per occurrence and four million dollars (\$4,000,000.00) aggregate. COUNTY's self-insurance program shall protect against loss from liability imposed by law for damages to property or on account of bodily

injury, including death therefrom, suffered or alleged to be suffered by any person or persons whomsoever, resulting directly or indirectly from any act or activities of the COUNTY or under the COUNTY'S control or direction. Such general liability, property damage, and abuse and molestation insurance shall be maintained in full force and effect during the entire term of this MOU.

- b. Workers Compensation Insurance. COUNTY is permissively self-insured for workers' compensation for its employees.
- c. Errors and Omissions Insurance. COUNTY shall procure and maintain, during the term of this MOU, professional liability/errors and omissions insurance covering its Providers in the following amounts:
 - \$1,000,000.00 each occurrence/ \$2,000,000.00 aggregate.
- d. Automobile Insurance. COUNTY shall procure and maintain, during the term of this MOU, commercial automobile liability coverage in the minimum amount of \$1,000,000.00 CSL bodily injury and property damage, including owned, non-owned, and hired automobiles.
- e. Cyber Liability Insurance. COUNTY shall procure and maintain, during the term of this MOU, Cyber Liability Insurance in the minimum amount of \$5,000,000 per occurrence and \$5,000,000 aggregate. Coverage shall be sufficiently broad to respond to the duties and obligations as undertaken by COUNTY in this MOU and shall include, but not be limited to, claims involving invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fine and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.
- f. Certificates of Insurance. COUNTY will provide to LEA annually a certificate of general liability insurance and professional liability insurance for its Providers. Certificates of such insurance shall be filed with LEA on or before commencement of Services under this MOU.
- g. LEA Named as Additional Insured. COUNTY'S commercial general liability insurance shall name LEA, its school district and charter school members, and employees, officers, directors and superintendents as additional insureds, evidenced by an endorsement, or substantially equivalent document, to the policy.
- h. Claims Made Insurance Policies. Insurance written on a "claims made" basis is to be renewed by COUNTY for a period of five (5) years following termination of this MOU. Such insurance must have the same coverage and limits as the policy that was in effect during the term of this MOU and will cover COUNTY for all claims made.

- i. Failure to Procure Insurance. Failure on the part of COUNTY to procure or maintain required insurance shall constitute a material breach of contract under which LEA may immediately terminate this MOU.

7. Legal Fees. In the event COUNTY and/or its Behavioral Health Department is named as a party to an IDEA due process hearing, LEA will pay for the legal fees incurred by COUNTY and/or its Behavioral Health Department.

8. Non-Exclusivity. During this term of this MOU, LEA may, independent of its relationship with COUNTY, and without breaching this MOU or any duty owed to COUNTY, contract with other individuals and entities to obtain the same or similar services as COUNTY are rendering for LEA.

During this the term of this MOU, COUNTY may, independent of its relationship with LEA, and without breaching this MOU or any duty owed to LEA, contract with other individuals and entities to render the same or similar services that COUNTY renders for LEA.

9. Integration. This MOU represents the entire understanding of LEA and COUNTY as to those matters contained herein, and supersedes and cancels any other prior oral or written understanding, promises or representations with respect to those matters covered hereunder, including that certain memorandum of understanding between COUNTY, LEA and VCOE SELPA for the provision of children's special education mental health services executed on or about July 27, 2020. This MOU may not be amended, modified, or altered except as provided in Section 17.

10. Laws and Venue. This MOU shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this MOU, the action shall be brought in a state or federal court situated in the County of Ventura, State of California, unless otherwise specifically provided for under California law.

11. Implementation Responsibility; Force Majeure.

- a. The signatories of this MOU or their designees shall be responsible for assuring the agreements included in this MOU are implemented.
- b. Neither party shall be deemed to be in default of the terms of this MOU if either party is prevented from performing the terms of this Agreement by causes beyond its control, including without being limited to: act(s) of God; any laws and/or regulations of State or Federal government; or any catastrophe resulting from flood, fire, explosion, or other causes beyond the control of the defaulting party. If any of the stated contingencies occur, the party delayed by force majeure shall immediately give the other parties written notice of the cause for delay. The party delayed by force

majeure shall use reasonable diligence to correct the cause of the delay, if correctable, and if the condition that caused the delay is corrected, the party delayed shall immediately give the other parties written notice thereof and shall resume performance of the terms of this MOU.

- c. Neither party shall be liable for any excess costs if the failure to perform the MOU arises from any force majeure or any condition or contingency listed above.

12. Third Party Rights. Nothing in this MOU shall be construed to give any rights or benefits to anyone other than LEA and COUNTY.

13. Severability. The unenforceability, invalidity, or illegality of any provision(s) of this MOU shall not render the other provisions unenforceable, invalid, or illegal.

14. Term. This MOU shall be in effect from July 1, 2022 through June 30, 2023. This MOU shall terminate as of the close of business on June 30, 2023. However, this MOU may be extended by mutual written agreement of the parties executed pursuant to Section 17 for two additional one-year periods.

15. Dispute Resolution. The Parties agree that the following process will be used to address disputes regarding the implementation of the MOU only after collaborative efforts have been attempted at the lowest possible level.

By July 1, 2022, and for any extension of this MOU beyond June 30, 2023, the Parties will name a mutually agreed upon mediator of a county department or agency to assist to resolve disputes using a process of facilitated communication through non-binding mediation. The Parties will use the following process:

- a. A written notice of the request for dispute resolution, including a description of the concerns to be addressed, shall be forwarded by the Party initiating the dispute (“Initiating Party”) to the “Non-Initiating Party” and the mediator.
- b. If the issue is not resolved within 5 business days, then the Initiating Party shall request that the mediator be contacted to schedule a mediation between the Parties.
- c. No later than 30 calendar days after mediation (or such other time agreed to by the Parties), a resolution plan between the Parties will be developed.
- d. The responsible COUNTY and LEA personnel services shall be responsible for assuring the agreements included in the resolution plan are implemented.
- e. The costs for this service shall be shared equally between the Parties.

16. Termination. Either Party may terminate this MOU without cause by giving to the other Party 30 days written notice of such intent to terminate.

17. Amendment. This MOU may be amended only by the mutual consent of each Party if such amendment is in written form, is executed with the same formalities as this MOU or in accordance with delegated authority therefor, and is attached to the original MOU to maintain continuity.

18. Notice. Any notice, communication, amendments, additions or deletions to this MOU, including change of address of either Party during the term of this MOU, which any Party shall be required or may desire to make, shall be in writing and may be personally served, or sent by prepaid first-class mail or email (if included below) to the respective Party as follows:

<p>If to LEA: Oxnard School District 1051 South A Street Oxnard, Ca 93030 Attn: Danielle Jefferson PHONE: (805) 385-1501 x 2175 EMAIL: djefferson@oxnardsd.org</p>	<p>If to COUNTY: VENTURA COUNTY BEHAVIORAL HEALTH ATTN: [PLACEHOLDER] 1911 Williams Drive, No. 200 Oxnard, CA 93036 PHONE: EMAIL:</p>
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19. Counterparts. This MOU may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall be deemed to be one and the same instrument.

20. Digital Signatures. The Parties agree that this MOU may be transmitted and signed by electronic or digital means by either or both Parties and that such signatures shall have the same force and effect as original signatures, in accordance with California Government Code section 16.5 and California Civil Code section 1633.7.

21. Authority to Execute. Each Party represents and warrants that it has the authority to contract or otherwise commit to perform the obligations set forth in this MOU.

IN WITNESS WHEREOF, the Parties have caused this MOU to be executed by their duly authorized representatives in the County of Ventura, California.

Oxnard School District
By: _____
Name: Lisa A. Franz

COUNTY OF VENTURA
By: _____
Name: _____

Title: **Director, Purchasing** _____

Date: _____

Title: _____

Date: _____

Exhibit “A” Schedule of Fees

Typical Services Delivered

Service Description ¹	² Typical service level (includes both direct and non-direct time)	Typical Annual Cost
Individual Counseling	90 minutes a month	\$ 4,536.00
Counseling and Guidance Services	30 minutes a month	\$ 1,512.00
Social Work Services	45 minutes a month	\$ 2,268.00
Parent Counseling and Training	15 minutes a month	\$ 756.00
Aspiranet COEDs Services ³		
	SUBTOTAL	\$ 9,072.00
15% indirect cost ⁴		\$ 1,360.80
Typical Annual Cost per Student		\$ 10,432.80

¹Actual Services may vary based on individual need. LEA will be responsible for only actual services provided and will be billed for actuals by the minute at the rate specified in the rate table attached. Medi-Cal (FFP) Funding will be calculated and applied to each quarterly invoice, net will be due to County .

²Typical service level includes face to face and other time.

³Costs for Aspiranet COEDS services for Medi-Cal eligible students will be passed through at actual cost, net of other revenue.

⁴Indirect costs of 15% will be added to each invoice total.

RATE SCHEDULE

Services provided by VCBH	Cost per minute
Individual Counseling	\$ 4.20
Counseling and Guidance Services	\$ 4.20
Social Work Services - Case Management / ICC	\$ 3.10
All other Social Work Services	\$ 4.20
Parent Counseling and Training	\$ 4.20
Aspiranet COEDs Services ³	\$-

⁴Indirect costs of 15% will be added to each invoice

³Costs for Aspiranet COEDS services for Medi-Cal eligible students will be passed through at actual cost, net of other revenue.

⁵County may adjust rates with 30 days' notice to LEA.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section D: Action Items

Consideration of Employment Agreement: Assistant Superintendent, Human Resources – Dr. M. Natalia Torres (Aguilera-Fort)

The employment agreement for Dr. M. Natalia Torres as Assistant Superintendent, Human Resources, is presented for the Board's consideration.

FISCAL IMPACT:

\$_____ per year for the term of the attached agreement, to be paid out of the General Fund.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board of Trustees approve the employment agreement for Dr. M. Natalia Torres as Assistant Superintendent, Human Resources, as presented.

ADDITIONAL MATERIALS:

Attached: [Employment Agreement Asst. Supt. HR \(9 pages\)](#)

EMPLOYMENT AGREEMENT FOR
ASSISTANT SUPERINTENDENT, HUMAN RESOURCES
OXNARD SCHOOL DISTRICT

This Agreement is entered into to be effective the 2nd day of November 2022, by and between the Board of Trustees (“Board”) of, and on behalf of, the Oxnard School District (“District”), and Dr. Natalia Torres (“Assistant Superintendent”), and constitutes a binding agreement between the parties.

NOW THEREFORE, in consideration of the provisions and mutual promises contained herein, the District and the Assistant Superintendent agree to the following:

1. TERM OF AGREEMENT: The District hereby employs Natalia Torres as the District’s Assistant Superintendent for a term commencing December 1, 2022 and ending June 30, 2024, subject to the terms and conditions set forth herein.
2. DUTIES AND RESPONSIBILITIES
 - 2.1 The Assistant Superintendent shall faithfully perform the duties and responsibilities of the Assistant Superintendent of Human Resources as imposed by the laws of the state of California and as further described in the District’s job description. (Exhibit A, attached hereto and incorporated herein by reference). Such duties shall be performed under the supervision and direction of the District Superintendent.
 - 2.2 All powers and duties that may lawfully be delegated to the Assistant Superintendent are to be performed and executed by the Assistant Superintendent in accordance with the policies adopted by the Board and subject to those powers specifically vested in the Board by the California Education Code.
 - 2.3 The Assistant Superintendent shall devote her productive time, ability and attention to the business of the District and shall be available twenty-four hours a day for that purpose, except as otherwise provided below.
 - 2.4 The Assistant Superintendent shall have a work year consisting of 261 workdays inclusive of 15 legal and school holidays.
 - 2.5 The Assistant Superintendent shall also perform such other duties that are consistent with her qualifications as may be assigned to her from time to time by the District Superintendent.

3. **OUTSIDE PROFESSIONAL ACTIVITIES:** The Assistant Superintendent may utilize accrued, unused vacation entitlements to undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations. Outside professional activities may be performed for consideration provided they do not interfere with or conflict with the Assistant Superintendent's performance of her duties under this Agreement.
4. **SALARY:**
 - 4.1 The salary of the Assistant Superintendent shall be one hundred eighty-four thousand dollars and no cents (\$184,000.00) per year for the term of this Agreement, payable on the last working day of each calendar month.
 - 4.2 The Board reserves the right to increase the annual salary of the Assistant Superintendent. Increases in the annual base salary shall be merit-based and shall be dependent upon the Assistant Superintendent accomplishing or satisfying predetermined goals and objectives. The District Superintendent shall develop these goals and objectives with the assistance and input of the Assistant Superintendent by July 1st, of each year of this Agreement. The Superintendent shall endeavor to perform an assessment by March 1st of each year to determine whether the goals and objectives have been satisfied. The assessment shall be completed by no later than June 30th of each year. The evaluation shall be presented to the Board annually in a written report, and shall specifically reference the performance responsibilities as delineated in the job description. The Board shall then decide whether salary increases are warranted.
5. **HEALTH BENEFITS:**
 - 5.1 The Assistant Superintendent may participate in the District- provided health and welfare benefits at the same level provided to certificated management employees of the District.
6. **SICK LEAVE:** The Assistant Superintendent shall receive twelve (12) days paid sick leave per year.
7. **VACATION:**
 - 7.1 The Assistant Superintendent shall be entitled to twenty-five (25) working days annual vacation with pay, for each year of service pursuant to this Agreement, supplemented by longevity vacation days provided District management personnel. The twenty-five (25) vacation days shall be credited to the Assistant Superintendent at the beginning of each school year. The Assistant Superintendent may accrue up to thirty (30) days of unused vacation to carry over into the next school year. When combined with the next year's allotment, the total shall not exceed thirty (30) days. Any days in excess of thirty (30) days will be cashed out at the Assistant Superintendent's daily rate of pay and will be paid by July 1st of each year of this Agreement.

- 7.2 In addition, the Assistant Superintendent is entitled to the same holidays granted certificated management employees.
- 7.3 In the event of termination of this Agreement, the Assistant Superintendent shall be compensated for accrued and unused vacation, not to exceed thirty (30) days, at the then current daily rate of compensation (salary) or portion thereof.
8. EXPENSES: In accordance with its policies, the District shall reimburse the Assistant Superintendent for all actual reasonable and necessary expenses related to operation and activities of the Board and/or its members and the performance of the Assistant Superintendent's duties, including but not limited to expenses related to conferences, seminars, and travel. The Assistant Superintendent shall submit receipts, invoices and an itemized list of expenses in support of a reimbursement request.
9. TRANSPORTATION: The Assistant Superintendent shall also be reimbursed for all her actual and necessary business mileage, as may be deemed necessary by the Superintendent, for miles driven during job-related activities outside of Ventura County at the standard District rate as the Board may establish.
10. PROFESSIONAL GROWTH
- 10.1 The District encourages the Assistant Superintendent to endeavor to continue her professional growth by all available means including attendance at professional meetings at the local, state and national level, seminars and courses offered by public or private institutions, and informal meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Assistant Superintendent to perform her professional duties. The Assistant Superintendent shall request permission from the Superintendent for her attendance at out-of-state meetings and periodically report to the Superintendent her appraisal of the meetings. All out-of-state travel must be approved by the Board of Trustees.
- 10.2 The District shall provide a reasonable amount of time for the Assistant Superintendent to participate in such professional growth activities.
- 10.3 The Assistant Superintendent shall provide the District with a record of her participation in any activities held outside the County and a copy of receipts for the costs involved.
- 10.4 The Assistant Superintendent shall be reimbursed according to the procedures and parameters set forth in the District's policies and procedures, for necessary expenses incurred for those activities described in Article 10.
- 10.5 The District shall pay the Assistant Superintendent's annual dues to two (2) professional organizations of the Assistant Superintendent's choice.

11. PROFESSIONAL LIABILITY

11.1 The District agrees that it shall defend, hold harmless and indemnify the Assistant Superintendent from any demands, claims, actions, suits, or legal proceedings brought against the Assistant Superintendent for any incident arising out of the course and scope of her employment, provided, however, that if the District is providing a defense for the Assistant Superintendent on a matter which the Board deems in the best interest of the District to settle, the Assistant Superintendent agrees to assume full responsibility for her own defense should she pursue the matter.

11.2 The provisions of Article 11 shall not apply to any action brought against the Assistant Superintendent for a breach of or dispute arising out of this Agreement, by either party, any willful and wanton conduct giving rise to civil or criminal liability, or any violation of federal, state, county, or local laws or regulations.

12. GOALS AND OBJECTIVES: Within six months of the effective date of this Agreement, the Assistant Superintendent and the District Superintendent shall jointly develop Goals and Objectives for the performance of the Assistant Superintendent. These goals and objectives shall be among the criteria by which the Assistant Superintendent is evaluated pursuant to Article 13 below.

13. REPORTING AND EVALUATION

13.1 The Superintendent shall evaluate and assess, in writing, the performance of the Assistant Superintendent at least once each year during the term of this Agreement. Said evaluations shall be conducted in accordance with District policies and procedures.

13.2 The evaluation shall be presented to the Board annually in a written report, and shall specifically reference the performance responsibilities as delineated in the job description. The evaluation is recognized as a confidential document and shall be duly protected as such.

13.3 The Assistant Superintendent's first year evaluation shall be conducted on or about October 2023. Upon a positive evaluation of the Assistant Superintendent, the employment agreement may be renewed for a period of three years.

14. REPRESENTATION AND WARRANTIES

14.1 Each party agrees that as a material inducement by the District to enter into this Agreement, the Assistant Superintendent has made certain representations and warranties regarding her abilities, fitness and expertise and that these representations and warranties shall survive the execution of this Agreement.

- 14.2 The Assistant Superintendent represents and warrants that the oral and written information she has submitted to the District regarding her qualifications, educational achievements, and degrees is true and correct.
- 14.3 The Assistant Superintendent represents and warrants that she has the full authority and right to enter into this Agreement without creating liability against herself and/or the District to any persons or entity not a party to this Agreement.

15. TERMINATION OF EMPLOYMENT

- 15.1 Termination by Mutual Consent. This Agreement may be terminated, during the term of the Agreement, by mutual agreement of the parties, evidenced by a separate agreement, in writing, which supersedes this Agreement.
- 15.2 Termination for Cause
 - 15.2.1 The District reserves the right to unilaterally terminate this Agreement for cause and without the consent of the Assistant Superintendent. Cause, under this Agreement is defined as any of the following:
 - 15.2.2 The failure or inability of the Assistant Superintendent to perform any substantial duties required under this Agreement, including failure to meet the written Goals and Objectives.
 - 15.2.3 The commission by the Assistant Superintendent of any act of dishonesty, fraud, misrepresentation, or other acts of moral turpitude.
 - 15.2.4 A substantial breach of any covenant or condition of this Agreement by the Assistant Superintendent, or a substantial breach of any representation or warranty made by the Assistant Superintendent in this Agreement.
 - 15.2.5 The commission or omission of any act by the Assistant Superintendent which could constitute a permissible “for cause” termination under federal or California law.
 - 15.2.6 Should the District terminate this Agreement for cause, as defined above, the District shall give written notice to the Assistant Superintendent, and shall specify the grounds for termination, and shall specify the effective date. Any termination by the District shall be without prejudice to any other remedy entitled to the District in law or equity or any other ground for termination stated in this Agreement. Any termination by the District for cause shall be without prejudice to the Assistant Superintendent’s right to challenge said

decision in Superior Court pursuant to a breach of contract theory.

15.3 Termination At Will/ Without Cause

15.3.1. The District reserves the right to terminate this Agreement “at will,” without alleging or demonstrating cause and without the consent of the Assistant Superintendent. Any such termination shall be in writing and shall specify the effective date of the termination.

15.3.2 Each of the parties agree that as a condition precedent to the District’s right to terminate this Agreement “at will” the District shall pay a maximum cash settlement, concurrently with the termination of the Assistant Superintendent, of an amount equal to twelve (12) months’ salary, or the salary due on the remainder of the contract term, whichever is less, including health benefits only. The parties agree such payment is a fair, just and reasonable liquidated damage for the emotional distress or other compensable damages associated with separation under the circumstances existing at the time of the execution of this Agreement.

15.3.3 The Assistant Superintendent agrees that the liquidated damages described in Article 15.3.2 constitute her sole and exclusive remedy for any “at will” termination of this Agreement by the District, and that she waives and relinquishes any other damage and assigns the benefits only to all right, title, and interest to any such damage to the District.

15.3.4 The parties also agree that in consideration for the receipt of the liquidated damages described in Article 15.3.2, the Assistant Superintendent shall:

15.3.4.1 Waive, release and discharge the District, the Board and each member of the Board against any and all liability arising out of the termination of this Agreement.

15.3.4.2 Indemnify and hold harmless the District, the Board and each member of the Board from any and all further damages, including all court costs and attorney fees arising from such termination.

15.3.4.3 Waive any and all rights under section 1542 of the California Civil Code and further waive any comparable principle of law, whether by statute or decision. In making such waiver, the Assistant Superintendent expressly understands that section 1542 provides, in part:

“A general release does not extend to claims which the creditor does not know or suspect to exist in her favor at the time of executing the release which, if known by her must have

materially affected her settlement with the debtor.”

- 15.3.5 The Assistant Superintendent reserves the right to unilaterally terminate the Agreement by delivering written notice to the District. The effective date of the termination shall be specified by the Assistant Superintendent, but shall not exceed thirty days beyond the date of notice unless otherwise approved by the Board.
- 15.3.6 The District shall not be required to pay the liquidated damages described in Article 15.3.2 in the event that the Assistant Superintendent exercises her right to unilaterally terminate this Agreement.
- 15.3.7 Should the Assistant Superintendent voluntarily seek employment elsewhere during the term of this Agreement by accepting an interview for other employment, she shall indicate to the Superintendent in writing, her intention to do so.
- 15.3.8 Abuse of Office Provisions. In accordance with Government Code section 53243, et seq., and as a separate contractual obligation, should the Assistant Superintendent receive a paid leave of absence or cash settlement if this Agreement is terminated with or without cause, such paid leave or cash settlement shall be fully reimbursed to the District by the Assistant Superintendent if the Assistant Superintendent is convicted of a crime involving an abuse of the Assistant Superintendent's office or position. In addition, if the District funds the criminal defense of the Assistant Superintendent against charges involving abuse of office or position and the Assistant Superintendent is then convicted of such charges, the Assistant Superintendent shall fully reimburse the District all funds expended for the Assistant Superintendent's criminal defense.
16. RENEWAL OF AGREEMENT. The District may, but is not required to, notify the Assistant Superintendent of its intent to continue to employ the Assistant Superintendent beyond the term of this Agreement. Should the District determine not to renew this Agreement beyond its current term, the District shall provide the Assistant Superintendent with notification of its intent not to renew the Agreement in writing and delivered not later than forty-five (45) days prior to the termination date of this Agreement including any and all amendments.

This agreement is automatically renewed for a term of the same length as the one completed, under the same terms and conditions, and with the same compensation, unless the Board gives written notice of nonrenewal to the Assistant Superintendent at least forty-five (45) days prior to its expiration.

17. SAVINGS CLAUSE. If, during the time it is in effect, any specific provision or clause of this Agreement is declared illegal or void under federal, state, or local law or regulation, the remainder of the Agreement not effected by such ruling shall remain in full force and effect.

18. AMENDMENT. Any amendment to this Agreement must be in writing and signed by the parties.
19. APPLICABLE LAWS. The interpretation and enforcement of this Agreement shall be governed by applicable laws of the State of California, the rules and regulations of the State Board of Education, and the lawful rules and regulations of the Oxnard School District. By this reference the laws, rules, regulations and policies are hereby made a part of this Agreement as though fully set forth at this point.
20. VENUE. If a dispute arises under this Agreement, the parties agree that venue shall be proper in a Superior Court within the County of Ventura.
21. ENTIRE AGREEMENT. This document is the full and complete agreement between the parties hereto, and it can be changed or modified only by a writing, signed by all parties or their successors in interest to this Agreement.
22. COUNTERPARTS. The District and the Assistant Superintendent may execute this document in separate counterparts. Should that occur, the Agreement is as valid and binding as if it were executed on a single copy.

IN WITNESS WHEREOF we affix our signatures to this Agreement as the full and complete understanding of the relationships between the parties.

The Board duly approved the terms and conditions of this Agreement and the Board President is authorized to execute this Agreement on behalf of the Board of Trustees.

For the Board of Trustees:

By: _____
Veronica Robles-Solis, Board President

President of the Board of Trustees, I hereby accept this contract of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment as Assistant Superintendent of Human Resources of the Oxnard School District.

Date of Acceptance: _____, 2022

Dr. Natalia Torres

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA

Date of Meeting: November 02, 2022

Agenda Section: Section D: Action Items

Adoption of Resolution #22-11 Authorizing Award of Sole Source Contract (Mitchell/Miller)

The District needs to install a fire alarm panel to replace a now obsolete panel at the Robert J. Frank Academy of Marine Science and Engineering, which is only offered by Johnson Controls Fire Protection Inc. (JCFP). JCFP installed the Simplex fire alarm system, including the prior panels, on the property.

The District's Purchasing Department has determined that JCFP is the only authorized company able to perform maintenance on Simplex equipment and that the replacement panel is only offered by JCFP.

As such, this contract falls under the "sole source" exemption and the District is not required to follow the normal competitive bidding process.

Given the above, the District's Purchasing Department has determined that there is no practical value in advertising for and receiving competitive bids for the installation of the Simplex Alarm System.

FISCAL IMPACT:

Not to Exceed \$47,500.00 - Routine Restricted Maintenance

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees adopt Resolution #22-11 to authorize the District to negotiate and enter into an agreement ("Agreement") with Johnson Controls Fire Protection Inc., for fire alarm panel replacement under the "sole source" exemption, which does not require a competitive bidding process.

ADDITIONAL MATERIALS:

Attached: [Resolution #22-11 \(2 Pages\)](#)

[Sole Source Letter, JCFP \(1 Page\)](#)

[Quote #CPQ-268049, JCFP \(5 Pages\)](#)

**BOARD OF TRUSTEES OF THE
OXNARD SCHOOL DISTRICT**

RESOLUTION NO. 22-11

**RESOLUTION FINDING THAT JOHNSON CONTROLS FIRE PROTECTION
(JCFP) IS A SOLE SOURCE PROVIDER AND AUTHORIZING THE AWARD
OF A CONTRACT TO SAID ENTITY FOR THE PURCHASE AND
INSTALLATION OF A PANEL FOR THE ALARM SYSTEM**

WHEREAS, the Oxnard School District (the “District”) needs to replace a panel (“Panel”) for the fire alarm system at the school site commonly known as Robert J. Frank Intermediate School (the “School Property”); and

WHEREAS, the District retained the services of Johnson Controls Fire Protection (“JCFP”) for the installation of the Simplex fire alarm system (“Alarm System”) at the School Property;

WHEREAS, the District has determined that existing Simplex panels are obsolete and no longer supported and need to be replaced;

WHEREAS, by letter dated July 28, 2022, a copy of which has been provided to the Board for review and consideration, JCFP represents to the District that JCFP direct service branch office is the only authorized channel to perform maintenance on Simplex equipment, and other systems installed and maintained by JCFP;

WHEREAS, the District investigated, and determined that JCFP is the only channel authorized by the manufacturer to install the Panel;

WHEREAS, the *California Public Contract Code*, Section 3400(c)(3), provides that public bidding may be limited when a public agency, such as the District, makes certain findings, including the finding that “a necessary item is available from a sole source” in which case the District may identify that sole source in its bidding documents;

WHEREAS, the common law recognizes as an exception to the public bidding requirements of the *California Public Contract Code* when the underlying purpose of bidding would not be served;

WHEREAS, JCFP has agreed to replace the Panel for the District and to further assure that the system is functioning properly at the School Property; and

WHEREAS, given the factual circumstances, the need for a fully functioning and updated alarm system to increase the health and safety of students, staff and community within the District, the District finds that it is in the best interest of the District to negotiate a contract with JCFP for installation of the Panel.

NOW THEREFORE, the Board of Trustees of the District (the “Board”) **FINDS, RESOLVES and ORDERS** as follows:

1. All the recitals set forth above are accurate to the best of the information of the Board.
2. The District owns the School Property and the Alarm System, which is currently installed and in use at the School Property. The Panel is part of the Alarm System and is in need of replacement.
3. To the best of the District’s ability to determine, after an investigation to identify providers of the Panel for the purpose of requesting bids in compliance with the requirements of the Public Contract Code, there is only one entity and/or person capable, licensed and authorized to provide, install, guarantee and maintain the Panel.
4. An attempt to publicly bid the project for the purchase, repair and/or installation of the Panel would be unavailing and would produce no advantage for the District and/or the taxpayers.
5. It is in the best interest of the District to forego competitive bidding and to authorize the Superintendent or his designee, with the assistance of the General Counsel of the District, to negotiate an agreement (“Agreement”) for replacement and installation of the Panel at the School Property for an estimated amount of \$47,500.
6. This Resolution having been approved by the Board, the Secretary of the Board is hereby directed and authorized to execute the Agreement referred to above when the terms and conditions thereof have been approved by the Superintendent or his designee and by the General Counsel. The Agreement is to be presented to the Board at the meeting following its execution for ratification of its terms.

PASSED AND ADOPTED by the Board of Trustees of the Oxnard School District, County of Ventura, State of California, this 2nd day of November 2022, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

President of the Board

Clerk/Secretary of the Board



July 28, 2022

Oxnard Elementary School District

Subject: Sole Source agreement for Johnson Controls Fire Protection (JCFP) for Simplex fire alarm systems.

Dear Customer:

This letter is to confirm that JCFP, Inc. is the manufacturer of the Simplex fire alarm serving your facilities. JCFP direct service branch office is the only channel authorized by Johnson Controls to perform maintenance on Simplex equipment, and other systems install and maintained JCFP.

JCFP maintains an expansive inventory of service components for all aspects of our business. Additionally, all our technicians receive OEM factory training and certification.

JCFP has been providing service for these facilities for many years. Our technicians have a unique and significantly complex knowledge of all buildings and the deployment of fire alarm system equipment at your site. Johnson Controls can and will continue to perform service in an efficient and timely manner.

Our knowledge of facilities as well as our strengths as the developer and manufacturer of Simplex equipment allows us to provide the highest level of service and support available for these systems and for our customers at an efficient price.

Please let me know if you have any questions about JCFP service channel strategy in your area. Please feel free to contact me to discuss this sole source request.

Sincerely,

Victor Jose Rivera / Electronic Systems Sales Rep / Nicet III Certified ID# 140789
/ Greater Los Angeles Johnson Controls
Tel: 1-562-405-3800 / Cell: 1-562-359-9322
victor.jose.rivera@jci.com



Johnson Controls Fire Protection LP
12728 Shoemaker Ave
Santa Fe Springs , CA 90670
+1 562 359 9322

Johnson Controls Fire Protection LP Quotation

To:
Oxnard School District
1051 A St
Oxnard, CA 93030-7442

Project: R J Frank Intermediate School - FACP Replacement -
CPQ-268049
Johnson Controls Reference: 650268049
Proposal #: 1
Date: 07/20/2022
Page: 1 of 13

Johnson Controls is pleased to offer for your consideration this quotation for the above project

Scope of Work

Quoted price: \$47,500 including tax

CSLB# 986047
DIR# 1000000576

If contract is awarded please issue to Johnson Controls Fire Protection LP.

Proposal is based off the site walk on 07-19-2022 with plans dated 10-08-1993 and panel report with no specifications. Existing Simplex 4100+ is obsolete and no longer supported so it will be replaced by a 4100ES. Panel replacement will not trigger a full Fire Marshall code enforcement as all devices will be listed and compatible with the reuse of the existing data card.

Subject to field verification and acceptance from the AHJ, this project is only for panel replacement only with no additional field devices to be added. If existing field devices are found to be incompatible or non-operational they will have to be replaced at additional cost not listed in this quote. Existing wiring to be reused if wiring is found to have faults then additional charges will be incurred.

Scope includes wiring terminations, equipment, programming, pre testing, IOR testing and final testing for the fire alarm system.

Johnson Control Fire Protection LP will install all fire alarm devices as depicted on this proposal.

**Conduit and back boxes excluded

Fire, Security, Communications, Sales & Service
Offices & Representatives in Principal Cities throughout North America

**Pull strings shall be provided by the electrical contractor for fire alarm system.

Included:

All construction efforts to be coordinated with Project Manager.

Labor rate based on PREVAILING WAGES.

Johnson Control Fire Protection LP will safe-off the existing devices but contractor is responsible for the actual demolition of conduits, back boxes and wiring.

Only item and services specifically listed are to be construed as included.

Detailed construction schedule required prior to scheduling labor forces. Including one-week prior notice for installation and service programming.

Lead time for field equipment is 2 to 4 weeks from the time the order is processed.

Shop drawings lead time is 6 to 8 weeks from the Johnson Control Fire Protection LP receives the AutoCAD files.

Drawing CAD backgrounds are e-mailed directly to victor.jose.rivera@jci.com. Note where applicable: Design drawings are subject to the approval of Fire Department. Submitted drawing approval time is subject to AHJ scheduling. Pretest documentation to be submitted prior to scheduling a final test.

Exclusions:

120VAC wiring

Asbestos abatement not included

HVAC scope of work

Any and all items not listed

After hour testing and labor associated with this testing

After hour permits

Union, PSA, PLA, Federal/DBRA

DSA Submittals

DSA Fees and Engineering Stamps are excluded

HCAI fees formerly known as OSHPD

Structural calculations or PE stamp

Troubleshooting of existing panel troubles

Central station monitoring
Conduit and Back Boxes
Free-air wiring installation
MC Cable installation
Fire watch
Patching and painting.
Fiber (SM or MM)
Installation of Duct Detectors
Underground wiring, overhead/exterior wiring
Demolition
Scaffolding or lifts required

Delays, Costs and Extensions of Time

JCI's time for performance of the Work shall be extended for such reasonable time as JCI is delayed due to causes reasonably beyond JCI's control, whether such causes are foreseeable or unforeseeable, including pandemics such as coronavirus (provisionally named SARS-CoV-2, with its disease being named COVID-19) including, without limitation, labor, parts or equipment shortages. To the extent JCI or its subcontractors expend additional time or costs related to conditions or events set forth in this provision, including without limitation, expedited shipping, hazard pay associated with site conditions, additional PPE requirements, additional time associated with complying with social distancing or hygiene requirements, or additional access restrictions, the Contract Sum shall be equitably adjusted.

QTY	MODEL NUMBER	DESCRIPTION
1	4100-9701	ES-PS MSTR CTRLR 2X40
1	4100-6080	SERIAL DACT SIDE MOUNT
1	41002153	3Bay Glass Dr Pkg Factory Only
4	4100-5450	NAC CARD
2	4100-5131	ES-PS FAN MODULE
1	4100-3117	MSTR CTRLR IDNET2, FACTORY ONLY
1	41007905	FACTORY BUILT-MAIN CONFIGURED
1	4100-2303	LEGACY CARD STABILIZER BRKT
2	4100-0644	120V ES-PS PDM HARNESS
1	4100-0634	POWER DISTRIBUTION MODULE 120V
1	4100-3202	4 RELAYS, 10 AMP CONTACTS
1	4100-2300	EXPANSION BAY (PHASE 10 ONLY)
8	4100-1279	2 BLANK DISPLAY MODULE
1	4100-2302	8 SLOT EXP BAY FILLER PANEL
1	4100-5402	ES-XPS POWER SUPPLY
1	4100-9920	4100ES RETROKT 3 BAY RED GLS D
2	2081-9271	BATTERY 33AH
	DSGN LAB	DESIGN LABOR
	CAD LAB	CAD LABOR
	PM LAB	PROJECT/CONSTRUCTION MGMT
	COMM LAB	COMMISSIONING LABOR
	INST LAB	INSTALLATION LABOR

Payment Options:

Johnson Controls Capital Funding Solutions

Equipment Finance Agreement: Allows for payment over time for products and installation costs, while maintaining ownership of assets. No down payment required.

As a Service Subscription: Covers costs of installation and services over time without ownership of assets. No upfront costs.

Final pricing subject to change based on credit approval, any applicable state/local taxes



Johnson Controls Fire Protection LP
12728 Shoemaker Ave
Santa Fe Springs , CA 90670
+1 562 359 9322

For more information on Johnson Controls Capital funding solutions, please forward this proposal along with any questions to your sales representative and JCCapitalNA@jci.com.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 02, 2022

Agenda Section: Section D: Action Items

Approval of SPSA for 2022-2023 School Year - School Plans for Student Achievement - Fremont School (DeGenna/Thomas)

The SPSA contains goals for academics, student social-emotional needs, safety, and parent involvement. The goals are in alignment with the District's Local Control Accountability Plan (LCAP). The plans delineate the actions/services that are required for program implementation and serve as each site's guide in evaluating progress toward meeting goals. All actions/services are aligned to budget items that are clearly defined and support student achievement. Fremont School's SPSA was not ready when all other SPSA's were presented at the August 24, 2022 Board meeting, so it is presented herewith for the Board's approval.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Associate Superintendent, Educational Services, and the Director of School Performance and Student Outcomes that the Board of Trustees approve the SPSA for Fremont School for the 2022-2023 School Year, as presented.

ADDITIONAL MATERIALS:

Attached: [Fremont-SPSA 22-23.pdf](#)

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Academy of Environmental Science and Innovative Design	56725386055313	September 19, 2022	November 2, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Fremont Academy is a comprehensive 6-8 school middle school where we believe that every student can succeed. We also have a strong commitment to strengthening our community with all stakeholders. Our PBIS team has also been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students.

This 2022-2023 school year, the Oxnard SD Student Profile will be a driving force and core focus of our work with students, staff, parents, and the community. Each area - Focused on the Future, Digital Learner, Collaborator, Innovator, Problem Solver, Achiever, and Global Thinker will be

embedded in all programs and key areas of instruction. As we mold our 21st Century scholars, the Student Profile will be the pathway to preparing our students for their future.

As a collective group, the Fremont staff reflects on increasing student performance and striving to be among the high achieving schools. Therefore through our data analysis process, any low test scores have been the trigger and baseline for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff at Fremont Academy are working to build strong professional learning communities and collaborating with grade level and department teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues and department chairs. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan. Grade level teams have also been collaborating and planning for both lessons and short-term interventions based on data. The math department has been working with the District Math Manager to gather research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments. This year, we will work closely with the District Math Manager to plan staff development that targets effective and engaging initial first instruction lessons, as well as creating ways to properly monitor student growth.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide both remediation and enrichment opportunities for students. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

Students are engaged in electives connected to our strand focus of Environmental Science and Innovative Design. Robotics is offered as an elective to students as are the electives of Careers and Environmental Science. Students also have the opportunity to take a Creative Writing with Arts elective in which they can enjoy the art side tied with writing.

All stakeholders must work together to support student needs. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes, and Chats with the Principal.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The goal of Administration is to get into classrooms on a daily basis, but no less than a weekly basis. Through classroom visits, areas of schoolwide focus will continue to be identified which have included structured advisory periods, student engagement, and writing across the content areas. This also includes collaborative structures and academic language. In order to address these areas, the leadership team will focus on instruction and will facilitate PLCs and collaboration meetings through departments and/or grade levels. Leadership will continue to focus on developing protocols to analyze data, planning for writing across the curriculum, and improving student engagement through strong initial delivery of instruction. Administration will set an appointment schedule to visit classes each week during the Monday Cabinet meetings. Admin will document the number of classroom visitations with each teacher and provide feedback to each teacher based on instructional "Look Fors" discussed in Leadership and PD during staff meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP data, IAB data, as well as STAR 360 data will be shared and utilized with the Leadership Team at the start of the school year to initiate conversations around school target areas and student needs. With the Leadership Team, schoolwide goals are created and then shared with the staff to drive short and long term goals centered around student achievement. All content area departments will create goals utilizing the CAASPP data to look at claims and targets. Teachers looked at grade level CAASPP data and cohort data.

During the course of the year, teachers will continue to use IAB data to change instruction and create CFAs based on the student performance on the IABs. The IABs are used to progress monitor student performance and to change instruction to the level of rigor for the CAASPP. Through the PLC process and collaboration days, grade levels and departments will determine which IABs to use to focus on key focus standards, specifically the claims and targets. We are continuing to work on how to convert this data analysis into a change in instructional practices.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is used to progress monitor student performance. This continues to be a process for this year. In order to more accurately monitor student progress, the STAR 360 assessments will be administered in ELA and Math and also more frequently than the required three times per year. Department chairs and grade level team leadership representatives will facilitate data discussions through PLCs. Intervention and next steps are determined through the analysis of the student data. ELA and Math departments are working on common planning and lesson studies to build strong initial delivery of instruction to increase student achievement. Science and Social Studies teachers will get access to STAR data to better understand the reading levels of their students to offer real supports at their level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials. New teachers to Fremont are set up with veteran mentor teachers to help them with any instructional or classroom management needs they have.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. Teachers have PLC Tuesdays to collaborate and also have instructional planning time weekly on Wednesdays.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided the opportunity to collaborate using the PLC model weekly as well as being provided all day collaboration opportunities with their departments throughout the year. All teams have created SMART goals in their PLCs and use these goals to drive their instruction and focus. This year grade levels across the content areas are provided collaboration time for articulation and to further increase student achievement. They work in alignment with the schoolwide goals of increased student achievement through writing across the content areas and structured advisory to increase reading comprehension. Teachers also collaborate in departments on Site Professional Development Days as well as working whole staff for common goals. Academic Vocabulary lists were created by each department for consistency and to target writing across the content areas. Collective Commitments were agreed upon by staff and this as well as the use of agreed upon highly effective teaching practices will lead the lesson planning during all collaboration. Teachers now have Wednesday Collaboration time each week to use for instructional planning. The OSD Student Profile will serve as the focus that all of our commitments for Instruction will center around.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Through the process of progress monitoring in PLCs, underperforming students are identified for additional resources. Content area teachers support these students through small group instruction, 1:1 instruction, as well as tutoring before and after school. Students who continue to underperform are also taken through the SST process to discuss and develop a plan for student success. They may possibly include additional psychoeducational testing to determine if students have unidentified needs. Struggling readers will be given small group instruction to target areas of need.

Evidence-based educational practices to raise student achievement

Researched based strategies include teachers integrating evidence-based educational practices to raise student achievement for all students. This year in particular we are focusing on depth of knowledge questioning and the ability to move student and teacher on the continuum from one level to the next. Writing across the content areas including evidence writing is one practice that will be a continued area of focus. Focused note taking and writing in the margins are strategies that will be utilized across all content areas. Collaborative structures and the use of academic language will also be consistently used in all content areas. Progress monitoring as well as small group instruction and 1:1 student conferences during advisory will also be utilized to raise student achievement. Teachers will collaborate to collectively commit to utilizing highly effective teaching practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Fremont parent involvement includes parent representatives on School Site Council (SSC), English Learner Advisory Committee (ELAC), District Parent Advisory Committee (PAC), as well as DELAC. Fremont looks forward to the encouragement and recruitment of parent volunteers as conditions with COVID continue to improve and lend the opportunity for more parents on campus. The Fremont PTA provides parents an opportunity to participate in school programs such as Family Nights, PTA Reflections, Skate Nights, as well as participating in fundraising opportunities and deciding ways in which PTA can positively impact the school community for all students. Many of the PTA activities have been modified to be done on Zoom, but also preparing for more activities and events in person.

Parent trainings and workshops are offered throughout the year. They include Parent Project, The Latino Literacy Project, An Evening With the Principal, as well as 8th grade parent/student workshops to assist the students in developing goals and an action plan to ensure the students promote at the end of the year.

Parents are also encouraged to attend school events such as Back to School Night, student-led parent/teacher conferences, Academy Tours, sporting events, as well as Family Nights provided by the Fremont PTA. Career Day will be held to recruit parents to present and volunteer to discuss and present their career to the Fremont students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our parents, community members, teachers, staff and students are involved in the planning, implementation and evaluation of our programs. During the planning phase our leadership team, ELAC committee and SSC committee meet to discuss school goals as they pertain to our data for CAASPP, Star 360, report card grades, suspension rates, attendance rates and reclassification rates. During those meetings we look at cohort data and grade specific longitudinal data. The three groups establish and evaluate goals using a SMART goal approach so that goals are specific, measurable, achievable, relevant and time-bound. Our leadership students also have input on our goals and we present our goals to the community and students through webcasts, ASB presentations and grade level assemblies. The implementation of these programs is closely monitored by our leadership team through our leadership professional learning community. During that time we continuously participate in progress monitoring and revisit action items to ensure follow through and collective responsibility. Our ELAC and SSC committees meet regularly to discuss the implementation of our programs and how progress is moving along. Lastly our leadership team evaluates our programs by looking at end of the year summative data as well as our formative data. After this evaluation they bring that information back to their grade level PLC teams so that we can start the cycle of inquiry which would then lead us back to planning and goal setting once again. Our SSC and ELAC teams also work to evaluate the outcomes of our expenditures in order to form new goals and to adjust current goals and strategies during the year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used according to state and federal guidelines to ensure success for all underperforming students. Funds are allocated for extra hourly pay for teachers to collaborate within their professional learning communities. During this time the teachers identify struggling students and develop interventions for those students during the school day. Funds are also allocated for an instructional assistant to assist in the ELD and AVID Excel classrooms. Additionally categorical funds are allocated to fund AVID tutors. We have AVID electives that serve students who are striving to be first generation college students. AVID Excel is for our Long Term English Learners who are struggling with reading, writing and the use of academic language and who therefore have not met the reclassification criteria. By funding the tutors we ensure that students are accessing their core subjects with success. We have also budgeted funds to support the hiring of a Math ISP to serve underperforming students in math. Lastly we allocated funds for teachers to attend the CAFE and AVID conferences. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and equity.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2022 - 2023 Fremont SPSA was developed with the input of the Fremont Leadership Team and reviewed with school staff during Department meetings and PLC/Collaboration Days. Parents had the opportunity to discuss and provide input for the development of the SPSA during School Site Council and English Learner Advisory Committee meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. SPSA was presented to the School Site Council and reviewed during the May 2022 and September 2022 meetings. All parent committees (PTA, ELAC, SSC and PAC) participated in the development of the SPSA. School Site Council then reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The certificated substitute shortage continues to be a barrier to conducting lesson studies, providing collaboration days for departments and grade levels, and effective student monitoring meetings. By not having adequate teacher subs to cover classroom teachers during their absences, certificated staff have to cover which includes administration and sometimes counselors. This impacts

instruction when there is a rotation of teachers throughout the day for coverage and creates an inconsistency in instruction. Lack of substitutes also created challenges for other positions as well, where the principal, assistant principals, and counselors have to be taken out of their roles in order to ensure student's learning and safety. Oftentimes planned Professional Development and Collaboration Days had to be cancelled due to the lack of substitutes. Moving forward every effort will be made to stay on track with our regularly scheduled PLC and Collaboration times. A commitment to progress monitoring will allow us to better determine or confirm our belief where targeting should take place.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.31%	0.4%	%	3	3	
African American	1.15%	1.2%	%	11	10	
Asian	1.36%	1.1%	%	13	9	
Filipino	1.88%	2.1%	%	18	18	
Hispanic/Latino	88.1%	88.1%	%	844	741	
Pacific Islander	0.1%	0.4%	%	1	3	
White	5.43%	5.7%	%	52	48	
Multiple/No Response	1.67%	1.1%	%	16	9	
Total Enrollment				958	841	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	271	292	254
Grade 7	294	269	232
Grade 8	393	280	252
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	958	841	

Conclusions based on this data:

In 2021 grade six was the largest class with 254 students. 8th grade was the next largest with 252 and Grade 7 has 232 students. Fremont will continue to hold Academy Tours in January for elementary schools in order to promote the academy focus and highlight the positive activities going on year round. This will include AVID recruitment by

the AVID Coordinator and school counselor. Fremont will continue to host the 5th Grade Math Competition to invite 5th graders from feeder schools and provide medals and trophies to those elementary math team winners. Exposing elementary students early to the middle school decreases anxiety and aides in families determining which academy focus they are interested in. Through Fremont tours, incoming 6th graders and their families have the opportunity to see Fremont's outstanding garden which ties into the Environmental Science focus, as well as the large recycling program. The sports and club opportunities provided by staff will also continue to be a draw for families to want to send their children to Fremont.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	199	166	183	18.7%	17.3%	21.80%
Fluent English Proficient (FEP)	360	347	280	33.8%	36.2%	33.30%
Reclassified Fluent English Proficient (RFEP)	66	45	11	28.7%	22.6%	1.30%

Conclusions based on this data:

In the 2020-2021 school year, there were 183 English Learners mostly in Level 3. An AVID Excel class had been added to target High Level 2s and 3s and to provide the scaffolding and language development skills needed to reclassify. 21 students were reclassified last year. In 2022-2023 we have 193 English Learners with 34 students who scored a four on the ELPAC to be ready to reclassify this year. The focus will continue on building those foundational reading and writing skills especially with L-TELEs to reclassify them while continuing to monitor them after reclassification. The ELD team will be provided collaboration time to use assessments to help determine target areas of need and will have time to work with EL TOSA to offer instruction that will be rigorous and meet the needs of our students. We plan to create a ELPAC boot camp with the intention of getting kids prepared academically and motivationally to tackle the ELPAC successfully.

School and Student Performance Data

Star Early Literacy

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

Conclusions based on this data:

School and Student Performance Data

Star Reading

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	118	50	42%	42	36%	25	21%	1	1%	2	1021
Grade 7	7	6	86%	1	14%	0	0%	0	0%	1	927
Grade 8	-	-	-	-	-	-	-	-	-	-	-

Conclusions based on this data:

On the STAR Reading test, most students performed in the Urgent Intervention level for all grades. There were also many who scored in the intervention level. In looking at specific skill areas, most students are low in decoding and reading comprehension. We have put in place the structures to increase the STAR participation and monitoring of completion so that the number of students tested is increased. ELA teachers will target the areas of need and develop interventions in collaboration with PLC teams. When we get this information into the hands of Social studies teachers and Science teachers we will be able to find supports for students in all of their classes not just ELA. The other content teachers through collaboration will be able to build lesson delivery with these student needs in mind.

School and Student Performance Data

Star Math

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	147	80	54%	46	31%	17	12%	4	3%	1	1033
Grade 7	114	58	51%	30	26%	18	16%	8	7%	1	1055
Grade 8	84	40	48%	18	21%	15	18%	11	13%	2	1089

Conclusions based on this data:

On the STAR 360 Math, 31% of students tested were in the urgent intervention level, 21% are at Intervention, 16% are on-watch, and 31% performed at or above benchmark. Students performing in the urgent and intervention levels will be serviced during math teacher prep periods during the day. Skills to be addressed will include factorization, multiplication concepts, long division, and other skill sets in math to strengthen the performance of students for next math assessments. Math teachers have committed to Fremont Collective Commitments that include common formative assessment, common pacing guides, more common grading practices, and sharing of data to help make common instructional decisions during PLC planning and Wednesday collaboration. We can utilize the Math coaches to help teachers build rigorous lessons at the student's level. Teachers will be expected to create more common lessons through the sharing of best practices during PLC and Collaboration time.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	390	296		387	293		387	293		99.2	99	
Grade 7	362	391		361	387		361	387	250	99.7	99	
Grade 8	385	370		384	370		384	370		99.7	100	
All Grades	1137	1057		1132	1050		1132	1050		99.6	99.3	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	2460.	2468.		5.17	5.80		17.31	19.11		26.87	29.69		50.65	45.39	
Grade 7	2480.	2488.		3.32	5.43	4.4	22.71	24.03	22.8	22.99	24.03	25.6	50.97	46.51	47.2
Grade 8	2502.	2512.		2.34	7.30		22.40	23.51		31.51	24.86		43.75	44.32	
All Grades	N/A	N/A	N/A	3.62	6.19		20.76	22.48		27.21	25.90		48.41	45.43	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	6.98	7.17		37.47	40.61		55.56	52.22	
Grade 7	9.14	9.30		36.29	37.98		54.57	52.71	
Grade 8	7.55	14.86		39.58	40.00		52.86	45.14	
All Grades	7.86	10.67		37.81	39.43		54.33	49.90	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	6.98	5.46		37.21	48.81		55.81	45.73	
Grade 7	11.63	12.66		38.50	45.22		49.86	42.12	
Grade 8	5.47	11.62		49.22	45.41		45.31	42.97	
All Grades	7.95	10.29		41.70	46.29		50.35	43.43	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	5.68	8.19		57.62	59.04		36.69	32.76	
Grade 7	3.60	7.75		55.68	58.14		40.72	34.11	
Grade 8	4.95	8.65		59.64	60.00		35.42	31.35	
All Grades	4.77	8.19		57.69	59.05		37.54	32.76	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	16.02	11.60		42.12	49.49		41.86	38.91	
Grade 7	11.63	13.44		44.32	43.93		44.04	42.64	
Grade 8	11.72	14.59		49.48	43.51		38.80	41.89	
All Grades	13.16	13.33		45.32	45.33		41.52	41.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Conclusions based on this data:

Overall, we showed drops in each of the three grade levels with the largest drop being in grade eight. We looked at the areas to focus on to improve instruction and motivation. We have developed and agreed to Fremont Collective Commitments and the use of agreed upon Highly Effective Teaching Practices. This will include the use of the structured advisory and writing across the content areas to support reading comprehension and writing with evidence. In all of the claims, there is a large percentage of students at the Near Standard level. We have developed site goals to improve student achievement and growth in all areas (Consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments). Lesson studies, collaboration between departments and grade levels, progress monitoring through IABs and STAR 360 will continue to be the focus for increased reading comprehension and writing across the content areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	390	296		387	293		387	293		99.2	99	
Grade 7	362	391		361	387		361	387		99.7	99	
Grade 8	385	369		384	369		384	369		99.7	100	
All Grades	1137	1056		1132	1049		1132	1049		99.6	99.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	2441.	2435.		3.10	3.07		10.08	4.44		25.84	29.35		60.98	63.14	
Grade 7	2450.	2451.		2.22	5.17		8.59	10.34		26.32	21.71		62.88	62.79	
Grade 8	2466.	2474.		5.47	6.78		6.51	10.84		22.66	20.60		65.36	61.79	
All Grades	N/A	N/A	N/A	3.62	5.15		8.39	8.87		24.91	23.45		63.07	62.54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	4.13	4.10		20.93	19.45		74.94	76.45	
Grade 7	5.54	6.72		23.82	20.93		70.64	72.35	
Grade 8	5.73	10.30		26.04	23.31		68.23	66.40	
All Grades	5.12	7.24		23.59	21.35		71.29	71.40	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	5.17	4.10		38.24	36.52		56.59	59.39	
Grade 7	4.16	8.79		36.29	29.46		59.56	61.76	
Grade 8	5.99	7.86		39.58	29.81		54.43	62.33	
All Grades	5.12	7.15		38.07	31.55		56.80	61.30	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 6	5.94	4.10		35.92	34.81		58.14	61.09	
Grade 7	4.16	5.17		47.92	48.06		47.92	46.77	
Grade 8	5.73	8.67		39.58	43.09		54.69	48.24	
All Grades	5.30	6.10		40.99	42.61		53.71	51.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Conclusions based on this data:

The data showed that we did not meet our expected goals across the grade levels in fact we lost ground. We dropped in each grade level. Grade 6 dropped 1% overall with grade 7 and 8 dropping 5% and 9% overall. All grades demonstrate a need to focus on concepts and procedures with the most number of students in the Not Met standard for this claim. This claim will be targeted through lesson studies with the assistance of the district instructional strategist to build strong, rigorous lessons designed to target the initial lesson delivery. We will utilize District Math coaches to support good first instruction and intervention and support needs of students. 6th grade math teachers are also using the advisory time to team and focus on ability levels. Through the increased use of IABs and STAR 360 Math, teachers will be able to closely monitor student progress and determine next steps to build on those skills lacking targeting the SBAC. Our goal is to increase the number of students in the met or exceeded category by 10%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1511.1	1510.0	1507.9	1499.9	1504.6	1495.8	1521.9	1515.0	1519.6	55	50	74
7	1520.1	1524.3	1507.4	1505.9	1515.1	1504.2	1533.8	1532.9	1510.2	70	39	59
8	1527.9	1531.8	1540.0	1510.6	1523.8	1535.1	1544.7	1539.3	1544.4	43	56	35
All Grades										168	145	168

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	2.00	5.41	49.09	44.00	31.08	34.55	40.00	47.30	*	14.00	16.22	55	50	74
7	17.14	2.56	1.69	40.00	41.03	32.20	34.29	53.85	49.15	*	2.56	16.95	70	39	59
8	*	14.29	11.43	41.86	28.57	42.86	27.91	39.29	40.00	*	17.86	5.71	43	56	35
All Grades	14.29	6.90	5.36	43.45	37.24	33.93	32.74	43.45	46.43	9.52	12.41	14.29	168	145	168

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	25.45	24.00	12.16	47.27	46.00	45.95	*	24.00	24.32	*	6.00	17.57	55	50	74
7	28.57	17.95	13.56	48.57	48.72	45.76	18.57	28.21	25.42	*	5.13	15.25	70	39	59
8	30.23	28.57	14.29	51.16	25.00	65.71	*	28.57	14.29	*	17.86	5.71	43	56	35
All Grades	27.98	24.14	13.10	48.81	38.62	50.00	16.67	26.90	22.62	6.55	10.34	14.29	168	145	168

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	0.00	4.05	21.82	12.00	10.81	49.09	60.00	58.11	23.64	28.00	27.03	55	50	74
7	*	0.00	1.69	28.57	20.51	8.47	37.14	64.10	55.93	22.86	15.38	33.90	70	39	59
8	27.91	5.36	0.00	*	23.21	31.43	32.56	46.43	45.71	*	25.00	22.86	43	56	35
All Grades	13.69	2.07	2.38	25.00	18.62	14.29	39.88	55.86	54.76	21.43	23.45	28.57	168	145	168

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	21.82	8.00	8.11	60.00	70.00	63.51	*	22.00	28.38	55	50	74
7	22.86	10.26	6.78	70.00	56.41	64.41	*	33.33	28.81	70	39	59
8	37.21	10.71	8.57	51.16	57.14	77.14	*	32.14	14.29	43	56	35
All Grades	26.19	9.66	7.74	61.90	61.38	66.67	11.90	28.97	25.60	168	145	168

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	49.09	40.00	30.77	45.45	48.00	64.62	*	12.00	4.62	55	50	65
7	48.57	43.59	51.72	47.14	56.41	37.93	*	0.00	10.34	70	39	58
8	37.21	44.64	61.76	62.79	42.86	32.35		12.50	5.88	43	56	34
All Grades	45.83	42.76	45.22	50.60	48.28	47.77	*	8.97	7.01	168	145	157

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	0.00	4.11	25.45	26.00	27.40	67.27	74.00	68.49	55	50	73
7	*	0.00	1.69	34.29	46.15	28.81	52.86	53.85	69.49	70	39	59
8	27.91	10.71	17.14	25.58	41.07	34.29	46.51	48.21	48.57	43	56	35
All Grades	14.88	4.14	5.99	29.17	37.24	29.34	55.95	58.62	64.67	168	145	167

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		26.00	8.11	94.55	68.00	89.19	*	6.00	2.70	55	50	74
7	*	5.13	6.78	82.86	94.87	84.75	*	0.00	8.47	70	39	59
8	*	1.79	0.00	76.74	91.07	100.00	*	7.14	0.00	43	56	35
All Grades	10.71	11.03	5.95	85.12	84.14	89.88	*	4.83	4.17	168	145	168

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

According to the 2021-2022 ELPAC data, the largest percentage of EL performed in Level 3 for Overall at 42.1% followed by 34.3% at Level 2. 12.7 % were at Level 4 and 10.5 % at Level 1. Scores showed that most EL students have strong oral language skills. For Written Language, most EL students were at Level 2 with 53.6 %. The next highest percentage was level 3 at 20,1 % followed by Level 1 at 21,2 % and then Level 1 at 4.5 %. This shows that this is the area to develop and improve on with targeted strategies in writing. The current ELPAC test scores show that our EL students need further development in their reading skills. This will be an area of focus in all of our content areas.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Reading, Writing, and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	Baseline data is Preliminary from August 2022 All Students: 28.38% Met/Exceeded 6th Grade: 23.89% Met/Exceeded 7th Grade: 29.46 % Met/Exceeded 8th Grade: 30.81 % Met/Exceeded	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
CAASPP Math Assessment	Baseline data is Preliminary from August 2022 All Students: 14.02% Met/Exceeded 6th Grade: 7.51 % Met/Exceeded 7th Grade: 15.51%% Met/Exceeded 8th Grade: 17.62 % Met/Exceeded	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading 2021-2022 EOY Data	23.2% scored at or above the minimum benchmark proficiency (40.0%) 157 out of 677 scored at or above the minimum benchmark (40.0%) 363 of 615 scored at or above the typical growth (65.0%) at 59.0%	Decrease percentage of students below 40.0% by 10% Increase the SGP(Student Growth Percentile) by 12% points
STAR 360 Math 2021-2022 EOY Data	26.0% scored at or above the minimum benchmark proficiency (50%) 43% scored at or above the typical growth (65.0%) at 43.0%	Decrease percentage of student below 50% by 10% Increase the SGP (Student Growth Percentile) by 12% points
Reclassification data	In the 2021-2022 school year, 21% of EL students were reclassified	Increase Reclassification percentage by 12%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide PLC and collaboration time for ELA ,Math , Social Studies, and Science teachers (supported by Administration and/or District Math Manager and TOSA) to develop common assessments, analyze assessment data and develop data-driven plans to support student learning. Academic conferences will be held to review data and instructional plans. IABs will be used to progress monitor the attainment of selected focus standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5348	LCFF 1000-1999: Certificated Personnel Salaries Sub Costs
1000	LCFF 1000-1999: Certificated Personnel Salaries Sub costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold grade level/department collaboration meetings to review data- including STAR 360, CAASPP, IAB data, and ELPAC data- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction. Teachers will plan instruction, analyze data, monitor student progress and develop interventions as needed. Department chairs and grade level team leaders can facilitate PLC meetings and Instructional Planning on Banking Wednesdays

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1 activity 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide professional development opportunities for all ELA teachers to be trained to effectively utilize the curriculum and learn research based strategies to support reading and writing instruction. Site and District Administration will provide on-site curriculum support. Department chairs and grade level team leads will also provide training on Best Practices through Department/PLC meetings and Collaboration Days. Lesson Studies will be utilized to design strong lesson designs targeting first instructional lesson delivery. Para-educators will also be trained on providing support in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Travel and conference costs
6626	Title I 2000-2999: Classified Personnel Salaries Extra hours - Instructional Assistants

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide professional development and support for teachers so that all teachers will support writing throughout the campus by administering the writing assessment through Advisory class. and IAB assessments in all content classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Subs (see goal 1, activity 1)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Administration and ELA Department chairs and leads will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes. The Library Tech will assist and encourage students with reading during nutrition and lunches upon return to the campus. Incentives will be offered for completion of AR goals

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures AR Program
	District Funded 2000-2999: Classified Personnel Salaries Library Tech salary
500	LCFF 4000-4999: Books And Supplies AR Incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement district-adopted math curriculum and provide professional development opportunities for math teachers to support standards-based instruction. The District Math Manager, Department chairs, and Admin will provide on-site curriculum support and provide the opportunity for PLC and collaboration time to participate in Lesson Studies to develop strong initial first math lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Subs (see goal 1, activity 1)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

A bilingual para-educator will be assigned to all ELD classes to provide additional academic support in the classroom to English Learners levels 1-3 for 50 minutes daily. The assistant will also assist in the AVID Excel classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,995	LCFF 2000-2999: Classified Personnel Salaries Classified salaries - Instructional Assistant
3382	Title III 2000-2999: Classified Personnel Salaries Classified salaries i Instructional Assistant

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math including AVID excel and CABE

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title III 1000-1999: Certificated Personnel Salaries Professional development
1717	LCFF 5800: Professional/Consulting Services And Operating Expenditures Conference Costs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Administer formative district assessments, including STAR 360 and IABs to collect data for analysis during department collaboration meetings. District funded supplemental programs such as Myon, ST Math, and Lexia will also be used to build fundamental skills for mastery. This data will be collected to progress monitor essential skills needed to scaffold for claim targets such as reading comprehension, writing fluency, and conceptual math skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Assessments & Programs

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use AVID strategies, including Focused note-taking, graphic organizers, Socratic Seminars, and interactive notebooks, and provide materials to support these activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF
4000-4999: Books And Supplies
AVID materials and supplies

9834

Title I
2000-2999: Classified Personnel Salaries
AVID Tutor salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administration, assigned District Tech and Teacher Canvas Leads will assist and support teachers with the implementation of the Canvas Learning management system and technology based programs (i.e., Nearpod, coding, etc.) and various learning applications to facilitate technology-based classroom environments and the Illuminate data system to facilitate data-driven planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified Site Tech salary

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Instructional materials, technology and software/apps/subscriptions will support the implementation of core curriculum and state standards, intervention programs, enrichment activities and the site academy focus. Student agendas were purchased for each student and will be utilized to support organization. Student agenda use will be monitored on a weekly basis on a weekly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18097	LCFF 4000-4999: Books And Supplies Instructional Supplies/Materials
7282	Title I 4000-4999: Books And Supplies Supplemental materials

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Targeted underperforming groups

Strategy/Activity

Provide additional academic support through teacher office hours/tutoring, an after-school Homework Club, a targeted math intervention with progress monitoring data, After School Program, and intervention and enrichment opportunities targeting English Learners, at-risk students, and Homeless/Foster youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours - HW Club - certificated staff
17,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours - Intervention/Certificated Staff
	District Funded 2000-2999: Classified Personnel Salaries After School Program - staff
5423	LCFF - Intervention 2000-2999: Classified Personnel Salaries Extra hours - Instructional assistant

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement incentive programs for students to be recognized for academic achievement such as Renaissance t-shirts, Praise Notes, Fun Fridays, AR incentives, and Awards Assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

LCFF
4000-4999: Books And Supplies
Academic Incentives

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries - Outreach Specialist

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor student progress toward meeting promotion criteria and conference with at-risk students to assist in the development of goal-setting and identifying opportunities for academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Salaries - Counselors

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Counselor- Extra help

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Duplo Maintenance Agreements & Xerox Maintenance Agreements

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

Title I
1000-1999: Certificated Personnel Salaries
Sub Costs

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide enrichment opportunities to support and enhance the academy focus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2300

LCFF
5000-5999: Services And Other Operating Expenditures
Extra hours - certificated staff

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Intervention Academies including 6th Grade Math and Literacy Skills and Winter and Spring Intersession for all grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated

5000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

District Math Manager and District Science Instructional Specialist will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release

time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Subs (see goal 1, activity 1)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Fremont ELD Team will be provided collaboration time for data analysis of English Learners and to identify students for additional intervention in before and after school tutoring as well as intersession. STAR 360 data will be used to monitor growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2258

Title III
1000-1999: Certificated Personnel Salaries
Extra hours- Certificated

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

The ELD Team will be provided the opportunity for lesson studies with District EL TOSA to build rigorous lessons targeting key areas to build language acquisition and development, as well as reading comprehension and writing in the content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title III 1000-1999: Certificated Personnel Salaries Extra hours - Certificated

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide field trip opportunities for students that will enrich the educational experience at school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 0001-0999: Unrestricted: Locally Defined Field trip - transportation only
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Admission on field trips

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Avid Excel Students

Strategy/Activity

Tutors will support the AVID Excel program for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3317

Title III
2000-2999: Classified Personnel Salaries
AVID Excel Tutors

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will be provided access to the supplies needed to carry out the described instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide opportunities to attend trainings to better serve our English Learners growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title III
5000-5999: Services And Other Operating Expenditures
Conference or workshops

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Fremont Academy will continue to focus on reading comprehension and writing across content areas to strengthen reading comprehension and evidence writing. Teachers will concentrate on building student writing ability to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Math teachers will continue to focus on implementing Mathematical Mindset strategies in all grade levels. With their PLCs, departments and grade levels will collaborate to frequently analyze data from STAR 360 and IABs. Our ELPAC data will be analyzed to identify key learning targets and provide intervention to targeted English Learners. We lost momentum this past year with our ELA and Math CAASPP scores. Ongoing monitoring will also enable departments and grade levels to identify through our progress monitoring and SST process which students are in need of intensive, evidence-based small group intervention provided by the classroom teacher and ISP (Intervention Support Providers) within the day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

More funding has been allocated for teacher collaboration this year. Teachers met with their grade level colleagues before the school year to begin planning. Teachers will use dedicated PLC time to plan together, build assessments using IABs, and analyze data. The focus will be on writing across the curriculum in all grades. Our scores on the writing claim were low for all students and English Learners. Strong writing instruction incorporates strong reading strategies and critical thinking and supports all areas of instruction. All teachers will be involved in providing the Writing Assessment so that everyone is aware of what our students are being asked to do. Content teachers will score and then use this date to determine where their students need writing support and then provide those supports within their lessons. The IAB's will be given in Social Studies and Science classes and used in the same way as the Writing Assessments.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to using the our focus of increasing the percentage of students in the met/exceeded band of the CAASPP, we will add the student growth percentile from the STAR 360 assessments. The percentage of students in the Not met band had been moving slowly. We have set our goals on increasing to met and exceed to 10%. Focusing data analysis and discussions in grade level PLC meetings will keep our attention on moving students up throughout the levels. We will increase the student completion of the STAR across all grade levels and provide support for all teachers to use this data in helping to drive their instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	There were a total of 171 suspensions in the 2021-2022 year.	Decrease the suspension rate by 20%
Panorama Spring 2022 Survey Data	Spring 2022 Panorama data	Increase key areas on the survey like Teacher-Student Relationships (53%), Sense of Belonging (44%), and Emotion Regulation (43%).
Attendance Data	Fremont Academy's 2021-2022 Average Daily Attendance Rate was 95.45% .	Increase Fremont Academy's Average Daily Attendance Rate to above 96% in 2022 - 2023.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School-wide implementation of CHAMPS/PBIS model both in the classroom and throughout the campus. Staff will be provided PD on how to best implement the ideas like voice levels and routines that the posters refer to. Students will also be presented the basics of CHAMPS in grade level assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
4000-4999: Books And Supplies
CHAMPS Posters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue to further develop and strengthen the Fremont PBIS committee (Flight Team) to guide actions relating to the improvement of school climate, provide targeted support for teachers in implementing positive behavior strategies to improve student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Extra Hours - PBIS Committee/Certificated staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Safety Committee will review and update the Comprehensive School Safety Plan and will conduct drills as recommended to ensure emergency preparedness for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Extra Hours - Safety Committee/Certificated
staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide attendance incentives to encourage daily and timely attendance for students to attend all classes on a regular basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF
4000-4999: Books And Supplies
Attendance Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

LCFF

2000-2999: Classified Personnel Salaries
Extra hours - Campus supervisors

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain the SST process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Counselor (see goal 1, activity 16)
	ORC (see goal 1, activity 15)
1500	Title I 2000-2999: Classified Personnel Salaries Extra Hours - ORC
2000	Title I 1000-1999: Certificated Personnel Salaries Extra Hours - Substitutes for SST meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Survey students and staff regarding school climate and utilize feedback to guide the PBIS Committee in developing plans for ensuring an environment conducive to teaching and learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide on-site counseling and support services for students through school counselors and outside agencies working with the school site. Counselors will provide counseling support both individually and in groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Counselor (see goal 1, activity 16)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

In collaboration with the PBIS team, Admin will monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure a successful transition from middle school to high school by coordinating with local high schools for on-site registration events, participation in high school orientation events, and continued pathways in programs such as AVID.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Counselor (see goal 1, activity 16)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 6th Grade Students

Strategy/Activity

Ensure a successful transition from elementary school to middle school by coordinating with district elementary sites to conduct elementary schools visits to promote Fremont and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students, and participation in special education transition meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Title I

	1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff
2000	Title I 1000-1999: Certificated Personnel Salaries Extra Hours - WEB Coordinators

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Recognize students meeting school expectations through monthly character trait awards, monthly Student Profile Icon awards, weekly praise notes, and teacher specific monthly awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies Character Incentives

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a variety of extracurricular options to increase student connectedness, including WEB, ASB, and a variety of clubs including the LOVE Club, Baking Club, and Kindness Club which are offered both virtually and in-person after school and during lunches.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff

2500

LCFF

4000-4999: Books And Supplies
Supplemental materials

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15316

LCFF

2000-2999: Classified Personnel Salaries
Clerical substitutes, extra hours, overtime

528

LCFF

2000-2999: Classified Personnel Salaries
Extra hours - Custodial

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School campus will be maintained in an orderly fashion and inspected for safety. School operational supplies will be maintained.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18775

LCFF

5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A mentoring group for girls has been established and a boys group will be built to help build relationships and positivity among students that have displayed risk behaviors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

LCFF - Intervention
4000-4999: Books And Supplies
Field trip and incentives

Strategy/Activity 17**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Lunch time detention groups will be created to discuss behavior choices with students in need of mentoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra Hours Certificated staff

Strategy/Activity 18**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After school detention room is created to reteach appropriate behaviors and build school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2577

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra hours - certificated staff

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The administration, counselor and outreach coordinator, along with the school PBIS team, have done a lot of work and professional development on the importance of strong relationships with students. We have also done a lot of work on building common behavior expectations schoolwide with clear guidelines for success. The focus will continue to be on connecting with students and maintaining strong relationships with students. ORCs, counselors, and administrators will continue to conduct home visits to assure that students and their families have the necessary resources to access their education.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major differences between the intended implementation and expenditures. We have purchased materials such as Guidelines for Success posters for the PBIS team and campus assistants to develop our vision of a safer campus. We have also continued to develop guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or area within the school. These Guidleins for Success are reviewd each morning during the announcement and presented on Canvas announcements to students and parents. This has been a major shift and part of our goal in establishing a strong school culture. ORCs will be provided additional hours in order to maintain contact and strong relationships with those student groups who are at-risk and unable to directly access school resources.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2022-2023 there will be a continued focus to decrease the number of suspensions and/or behavior referrals. The focus will be to keep students engaged and motivated to connect to their teachers and peers. The PBIS system in place has been working effectively to decrease office referrals. We are continuing to improve to support students and teachers; specifically, restructuring the common areas students congregate in, teacher training on behavior monitoring and responses, and schoolwide expectations for students. The current focus will be for all staff members to remain connected and communicate with students and their families in order to ensure that our students have the necessary resources to meet academic, behavior, and social goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings/workshops	Attendance sheets for those events in person and Zoom attendance reports for those events on line.	5-10% of grade level enrollment or overall enrollment depending on the type of workshop or meetins in 2022-2023.
Create surveys as to what parents need information on	Use Panorama data to create parent needs survey	Create 5 parent informational meetings based on parent need.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue providing essential programs and support services (e.g. parent training and education) to identified students and families through virtual learning as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5253

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extra hours - Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule "Chat with the Principal" meetings with parents to improve home-school partnerships. Webinars will be held virtually on various topics to assist and encourage parents to remain engaged and involved in their child's educational career.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Prepare events to highlight site programs and accomplishments (Academy Tours) and share student learning opportunities with parents and community members virtually when necessary. The OSD Student Profile will be communicated and supported with parent groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6500

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administrators will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Fremont.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1982

LCFF
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Host parent orientation events to promote Fremont Academy, introduce parents to educational programs and encourage parent involvement for elementary to middle school transition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4689

LCFF
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

3297

LCFF
2000-2999: Classified Personnel Salaries
Extra Hours - Classified Staff

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Seek parent feedback about academic programs, EL needs and school climate through surveys including EL Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 8th grade students

Strategy/Activity

Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates and opportunities for parent involvement in high school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7839

Title I
2000-2999: Classified Personnel Salaries
Extra hours - Counselor

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parent participation in parent workshops and trainings such as Latino Literacy Project workshops, Project 2 Inspire, Parent Project, and African American Parent Advisory through a virtual platform.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4800	Title I 4000-4999: Books And Supplies Supplies for Parent Involvement
4252	Title I 2000-2999: Classified Personnel Salaries Extra Hours - ORC

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent attendance at workshops has an impact on student achievement and student engagement by providing information that is pertinent and aligned with what students are learning. Also active parents impact their child through their involvement and connection with the school. This in turn impacts student achievement. Parent participation will be in-person unless holding the event has a more positive response and attendance on the virtual platform. Parents continue to express the need to be involved and attendance at Back-to-School Night was successful and a good indicator for the need that parents continue to be included as often as possible throughout the school year. Surveying parent needs to create informational presentations should boost attendance and participation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The changes this year will include continuing to accommodate all activities virtually unless in-person meetings and events capture more attendance by parents. This will be determined in order to successfully include our parents in school events. Admin will represent Fremont with Admin with meet the Admin Zooms that will act as informational presentations and or chats time to ask questions of the Admin on school site policy and implementation. Parent workshop topics will reflect the needs of the parents through surveys conducted to gather data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are working to increase parent involvement and attendance at all parent engagements. PTA membership has already increased as well as attendance at parent workshops and Back-to-School Night. Most parent events will be in-person to welcome parents back on campus and provide the social interaction missing during the most restrictive time during the pandemic. To build Family Engagement, one strategy is to elevate families as true partners with our school. This will be to provide a positive home contact for student families as often as possible. In recognizing that parents are truly the experts and including them in decisions and community engagement with surveys sent home for parents to give their feedback. This opportunity for parents will significantly support our students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$84,343.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$250,887.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$68,386.00
Title III	\$15,957.00

Subtotal of additional federal funds included for this school: **\$84,343.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$114,544.00
LCFF - Intervention	\$52,000.00

Subtotal of state or local funds included for this school: **\$166,544.00**

Total of federal, state, and/or local funds for this school: **\$250,887.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	68,386.00	0.00
Title III	15,957.00	0.00
LCFF	114,544.00	0.00
LCFF - Intervention	52,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	114,544.00
LCFF - Intervention	52,000.00
Title I	68,386.00
Title III	15,957.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	16,519.00
2000-2999: Classified Personnel Salaries	LCFF	41,636.00
4000-4999: Books And Supplies	LCFF	30,097.00
5000-5999: Services And Other Operating Expenditures	LCFF	21,075.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,217.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	42,577.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	5,423.00
4000-4999: Books And Supplies	LCFF - Intervention	4,000.00

1000-1999: Certificated Personnel Salaries	Title I	23,253.00
2000-2999: Classified Personnel Salaries	Title I	30,051.00
4000-4999: Books And Supplies	Title I	12,082.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,258.00
2000-2999: Classified Personnel Salaries	Title III	6,699.00
5000-5999: Services And Other Operating Expenditures	Title III	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,079.00
Goal 2	67,196.00
Goal 3	38,612.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dave De Los Santos	Principal
Michelle Anderson	Classroom Teacher
Samuel Reveles - Secretary	Classroom Teacher
Jennifer Estes	Classroom Teacher
Jo Fedele	Classroom Teacher
Emmanuel Mejia	Other School Staff
Lisa Postas - Chairperson	Parent or Community Member
Gavin Flores	Parent or Community Member
Berta Martinez	Parent or Community Member
Michael Stewart	Secondary Student
Jaymee Cardona	Secondary Student
Marley Gonzalez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

School Site Council

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/26/22.

Attested:



Principal, Dave De Los Santos on 9/19/2022

SSC Chairperson, Lisa Postas on

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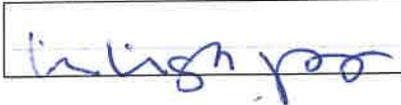
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The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Clear



School Site Council

Clear



English Learner Advisory Committee

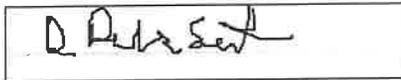
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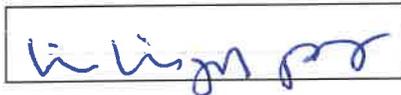
Clear



Principal, Dave De Los Santos

on 9/19/2022

Clear



SSC Chairperson, Lisa Postas

on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort, Ed.D.

Date of Meeting: November 02, 2022

Agenda Section: Section D: Action Items

Approval of Revised District Mission and Vision (Aguilera-Fort)

The Superintendent will present the revised district Mission and Vision for the Board's consideration.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board of Trustees approve the revised district Mission and Vision, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section E: Approval of Minutes

Approval of Minutes (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board of Trustees approve the minutes of Board meetings, as presented:

- October 19, 2022 Regular Meeting

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board approve the minutes of Board meetings, as presented.

ADDITIONAL MATERIALS:

Attached: [Minutes October 19 2022 \(9 pages\)](#)

OXNARD SCHOOL DISTRICT

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



BOARD OF TRUSTEES

Mrs. Veronica Robles-Solis, President
Ms. Jarely Lopez, Clerk
Ms. Monica Madrigal Lopez, Member
Ms. Debra M. Cordes, Member
Ms. MaryAnn Rodriguez, Member

ADMINISTRATION

Karling Aguilera-Fort, Ed.D.
District Superintendent
Dr. Anabolena DeGenna
Associate Superintendent,
Educational Services
Ms. Valerie Mitchell, MPPA
Interim Assistant Superintendent,
Business & Fiscal Services

MINUTES

REGULAR BOARD MEETING

Wednesday, October 19, 2022

5:00 PM - Study Session

5:30 PM - Closed Session to Follow

7:00 PM - Return to Regular Board Meeting

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

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

Watch the meeting live: osdtv.oxnardsd.org

Broadcasted by Charter Spectrum, Channel 20 &
Frontier Communications, Channel 37

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

Section A: PRELIMINARY

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

President Robles-Solis called the meeting to order at 5:02 p.m.

Present: Trustees Jarely Lopez, Veronica Robles-Solis, Monica Madrigal Lopez, and Debra Cordes. Trustee MaryAnn Rodriguez joined the meeting after being administered the Oath of Office. Also in attendance were Superintendent Karling Aguilera-Fort, Interim Assistant Superintendent Valerie Mitchell, and Executive Assistant Lydia Lugo Dominguez.

A.2. Pledge of Allegiance to the Flag

Nicholas Cervantes, 4th grade student in Ms. Decker's class at Ramona School, led the audience in the Pledge of Allegiance in English and Spanish.

A.3. District's Vision and Mission Statement

Jaylee Gomez, 4th grade student in Ms. Escobar and Mr. Olson's class at Ramona School, read the district's Mission and Vision Statement in English and Spanish.

A.4. Presentation by Ramona School

Dr. Andres Duran, Principal, provided a presentation about Ramona School.

A.5. Adoption of Agenda (Superintendent)

The agenda was adopted with the following amendment:

- Item C.9. – Approval of Agreement #22-159 - City of Oxnard/Oxnard Police Department - SRO Services Cost Sharing 2022-23 through 2024-25 (Aguilera-Fort/Nocero) needs to be MOVED to Action Item D.1.

Motion #22-59 Adoption of Agenda as Amended

Mover: Monica Madrigal Lopez

Seconder: Debra Cordes

Moved To: Adopt as Amended

Ayes: 4 - Jarely Lopez, Veronica Robles-Solis, Monica Madrigal Lopez, Debra Cordes

Motion Result: Passed

A.6. Study Session - School Resource Officers (Aguilera-Fort/Nocero)

Dr. Jodi Nocero, Director, Pupil Services, and Commander Luis MacArthur, Oxnard Police Department, provided information regarding School Resource Officers as a proactive partnership between the district and the police department.

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

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

There were no comments.

A.8. Closed Session

The Board convened to closed session at 6:09 p.m. to consider the following items:

1. Pursuant to Section 54956.9 of Government Code:

Conference with Legal Counsel

- Existing Litigation:

- Oxnard School District et al. Central District No. CV-04304-JAK-FFM

- Anticipated Litigation:

- Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 1 case

2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:

Conference with Labor Negotiator:

Agency Negotiators: OSD Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP

Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential

3. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:

- Public Employee(s) Discipline/Dismissal/Release
- Public Employee Appointment
- Assistant Superintendent, Human Resources

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

The Board reconvened to open session at 7:05 p.m.

A.10. Report Out of Closed Session

President Robles-Solis reported on the following actions taken in closed session:

Motion #22-60 Appointment of M. Natalia Torres as Assistant Superintendent, Human Resources

Mover: Jarely Lopez

Seconder: Debra Cordes

Moved To: Appoint

Ayes: 4 - Jarely Lopez, Veronica Robles-Solis, Monica Madrigal Lopez, Debra Cordes

Motion Result: Passed

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

A.11. Oath of Office (Aguilera-Fort)

Superintendent Aguilera-Fort administered the Oath of Office to Trustee MaryAnn Rodriguez.

A.12. Recess

There was a brief recess at 7:07 p.m.

Section B: PUBLIC COMMENT/HEARINGS

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

There were no comments.

Section C: CONSENT AGENDA

The consent agenda was approved as amended.

Motion #22-61 Approval of Consent Agenda as Amended

Mover: Debra Cordes

Seconder: Monica Madrigal Lopez

Moved To: Approve

Ayes: 5 - MaryAnn Rodriguez, Jarely Lopez, Veronica Robles-Solis, Monica Madrigal Lopez, Debra Cordes

Motion Result: Passed

C.1. Enrollment Report (Mitchell)

As presented.

C.2. Actuarial Study of Retiree Health Liabilities (Mitchell/Crandall Plasencia)

As presented.

C.3. Purchase Order/Draft Payment Report #22-02 (Mitchell /Franz)

As presented.

C.4. Approval of the 2022-23 Quarterly Report on Williams Uniform Complaints, First Quarter (Carroll)

As presented.

C.5. Establishment and Abolishment of Positions (Carroll/Torres)

As presented.

Section C: APPROVAL OF AGREEMENTS

C.7. Approval of Agreement #22-153, LingPerfect Translations, Inc. (DeGenna/Ruvalcaba)

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

To provide professional translation and over-the-phone interpretation services in over 150 languages to ensure all families and community members have access to all information necessary to engage as educational partners, October 20, 2022 – June 30, 2023, in the amount not to exceed \$5,000.00, to be paid out of Title 1 funds.

C.8. Approval of Agreement #22-156 – School PR Pro (DeGenna/Shea)

To provide virtual support for communication surveys and crisis communication for the Oxnard School District, October 20, 2022 through June 30, 2023, in the amount not to exceed \$10,000.00, to be paid out of Supplemental Concentration Funds.

C.9. Approval of Agreement #22-159 - City of Oxnard/Oxnard Police Department - SRO Services Cost Sharing 2022-23 through 2024-25 (Aguilera-Fort/Nocero)

Moved to Action Item D.1.

C.10. Approval of Agreement #22-160 – Francisca S. Sanchez dba/Provocative Practice (Aguilera-Fort)

To provide the district with strategic planning facilitation, design, and support services, October 20, 2022 through January 23, 2023, in the amount of \$58,450.00, to be paid out of the Unrestricted General Fund.

Section C: RATIFICATION OF AGREEMENTS

C.11. Ratification of Amendment #004 to Agreement #17-49 with IBI Group to provide additional Architectural and Design Services for the Rose Avenue School Reconstruction Project (Mitchell/Miller/CFW)

For additional Architectural Services for the Rose Avenue School Reconstruction Project, in the amount of \$204,885.00, to be paid from Master Construct and Implementation Funds allocated from the project budget as approved by the Board in the June 2022 Six-month update.

C.12. Ratification of Amendment #1 to Agreement #22-82 – Maxim Healthcare Staffing Services, Inc. (DeGenna/Jefferson)

For additional Architectural Services for the Rose Avenue School Reconstruction Project, in the amount of \$204,885.00, to be paid from Master Construct and Implementation Funds allocated from the project budget as approved by the Board in the June 2022 Six-month update.

C.13. Ratification of Agreement #22-152 – Read.Write.Think., LLC (DeGenna/Cordes)

To provide twenty-four (24) days of Literacy Consulting to Lemonwood staff, September 8, 2022 through June 30, 2023, in the amount not to exceed \$50,400.00, to be paid out of Supplemental Concentration Funds.

C.14. Ratification of Agreement #22-154 – N2Y, LLC (DeGenna/Jefferson)

To provide a professional development webinar training on October 10, 2022 to Moderate Severe teachers on the Unique Learning System online, interactive, standard-based curriculum, specifically designed for students with special needs, in the amount not to exceed \$3,250.00, to be paid out of Special Education Funds.

C.15. Ratification of Agreement/MOU #22-155 - Aspiranet (DeGenna/Jefferson)

To provide Special Education Home- and School-Based Mental Health Services on an as needed basis, July 1, 2022 through June 30, 2023, in the amount of \$1,500,000.00, to be paid out of Special Education Funds.

C.16. Ratification of Field Contract #FC-P23-02051 – EMCOR Services Mesa Energy (Mitchell/Miller)

To provide the district with a rental chiller unit at Kamala School, including staging, delivery, and necessary parts for the installation, in the amount of \$54,261.00, to be paid out of Ongoing & Major Maintenance Funds.

Section D: ACTION ITEMS

D.1. Approval of Agreement #22-159 - City of Oxnard/Oxnard Police Department - SRO Services Cost Sharing 2022-23 through 2024-25 (Aguilera-Fort/Nocero)

Superintendent Aguilera-Fort and Dr. Jodi Nocero, Director, Pupil Services, recommended the Board's approval of Agreement #22-159 with the City of Oxnard/Oxnard Police Department, to provide the services of one officer and one corporal to be assigned as SRO's to be shared throughout all schools in the district for the 2022-23 through 2024-25 school years, in the amount of \$235,851.00 per year, to be paid out of LCCFF Supplemental & Concentration Funds.

Motion #22-63 Approval of Agreement #22-159 - City of Oxnard/Oxnard Police Department - SRO Services Cost Sharing 2022-23 through 2024-25

Mover: Debra Cordes

Seconder: Jarely Lopez

Moved To: Approve

Ayes: 4 - MaryAnn Rodriguez, Veronica Robles-Solis, Monica Madrigal Lopez, Debra Cordes

Nays: 1 - Jarely Lopez

Motion Result: Passed

Section E: APPROVAL OF MINUTES

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

E.1. Approval of Minutes (Aguilera-Fort)

The Board approved minutes of Board meetings as presented:

- October 5, 2022 Regular Meeting
- October 10, 2022 Special Meeting

Motion # 22-62 Approval of Minutes of Board Meetings as Presented – October 5, 2022 Regular Meeting, October 10, 2022 Special Meeting

Mover: Monica Madrigal Lopez

Seconder: Debra Cordes

Moved To: Approve

Ayes: 4 - Jarely Lopez, Veronica Robles-Solis, Monica Madrigal Lopez, Debra Cordes

Abstain: 1 - MaryAnn Rodriguez

Motion Result: Passed

Section F: BOARD POLICIES

F.1. First Reading – Revisions to E 9270 Conflict of Interest (Mitchell)

Ms. Valerie Mitchell, Interim Assistant Superintendent, Business & Fiscal Services, presented the revisions to E 9270 Conflict of Interest for first reading. The final revisions will be presented for second reading and adoption at the November 2, 2022 Board meeting.

Section G: CONCLUSION

G.1. Superintendent's Report (3 minutes)

Dr. Aguilera-Fort

- OSD Student Profile
- Driffill TK
- Superintendent Fellows meeting
- Kamala School
- Physical Education PD
- Classified Staff Professional Gathering
- TK Teacher PD
- Newcomer Parent Meeting
- P3CC Fall Convening
- Strategic Planning
- thank you OSD Custodians
- Unity Day
- vaccination Clinic at Sierra Linda/Soria
- Superintendent Fellows "I Come From..." poems

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

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

Debra Cordes

- went to Simi as part of CSBA Delegates for Golden Bell Evaluation
- attended VCSBA meeting - congratulations to Dr. Aguilera-Fort and Dr. DeGenna on their presentation
- attended memorial for Supervisor Carmen Ramirez
- attended meeting of Padres Juntos Promoviendo la Educacion
- attended Superintendent Fellows meeting
- thank you to Ramona Principal, staff, and students for their presentation
- condolences to the family of Dr. Mary Barretto
- welcome Trustee Rodriguez

Monica Madrigal Lopez

- attended memorial for Supervisor Carmen Ramirez
- visited Ramona yesterday
- thank you to Ramona for presentation
- thank you to all staff at schools and at district office for their commitment to children
- would like to see an update on A-G requirements
- SRO contract - it is good, but we need to do more for our students and provide help and support for teachers
- welcome Trustee Rodriguez

Jarely Lopez

- attended City of Oxnard Multicultural Festival - would like to see more students attending
- welcome Trustee Rodriguez
- excited to see SRO's on campus
- was moved at hearing Jaylee speak
- attended girls' volleyball games at Colonia gym

MaryAnn Rodriguez

- thank you for warm welcome - looks forward to working together

Veronica Robles-Solis

- thank you to Ramona for presentation
- thank you to Superintendent for reading the Fellows poems
- thank you to custodians
- welcome Trustee Rodriguez

G.3. ADJOURNMENT

President Robles-Solis adjourned the meeting at 7:49 p.m.

Motion to adjourn

Mover: Debra Cordes

Seconder: Monica Madrigal Lopez

Moved To: Adjourn

Ayes: 5 - MaryAnn Rodriguez, Jarely Lopez, Veronica Robles-Solis, Monica Madrigal Lopez, Debra Cordes

Motion Result: Passed

Karling Aguilera-Fort, Ed.D.

District Superintendent and
Secretary to the Board of Trustees

By our signature below, given on this 2nd day of November, 2022, the Board of Trustees of the Oxnard School District approves the Minutes of the Regular Board Meeting of October 19, 2022, on motion by Trustee _____, seconded by Trustee _____.

Signed:

President of the Board of Trustees

Clerk of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA

Date of Meeting: November 02, 2022

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption of Revisions to E 9270 Conflict of Interest (Mitchell)

Revisions the district's board policy Conflict of Interest Code, E 9270 were made to designated positions due to a new position title created, the elimination of a position title, added a column with the total number of designated positions, and added language regarding personal gifts. Changes are highlighted, with new language appearing in bold font and deleted language appearing as strikethrough font. These changes will be forwarded to the County Clerk of the Board of Supervisor's office after the revised policy is approved and adopted.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent, Business and Fiscal Services, that the Board of Trustees approve and adopt the revisions to E 9270 Conflict of Interest as presented.

ADDITIONAL MATERIALS:

Attached: [E 9270 Conflict of Interest \(3 pages\)](#)

CONFLICT OF INTEREST**Conflict of Interest Code of the
Oxnard School District**

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Board of Trustees members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the enclosed Appendix. Persons holding positions designated in the Appendix shall file Form 700 Statements of Economic Interests with the filing officer specified for that position in said Appendix. The respective filing officer shall make the statements available for public review and inspection.

APPENDIX**Disclosure Categories**

1. **Category 1:** A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income **(including gifts, loans, and travel payments)** from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. **Category 2:** A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income **(including gifts, loans, and travel payments)** from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income **(including gifts, loans, and travel payments)** from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

CONFLICT OF INTEREST (continued)

3. **Full Disclosure:** Because it has been determined that the district's Board members and Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:
- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

<u>Designated Position</u>	# of Positions	<u>Disclosure Category</u>	<u>Filing Officer *</u>
Board of Trustees Members	5	3	COB
Personnel Commission Members	3	1	OSD
District Superintendent	1	3	OSD
Associate Superintendent	1	1	OSD
Deputy/Assistant Superintendent	2	1	OSD
Director, Pupil Services	1	2	OSD
Director, School Performance and Student Outcomes	1	2	OSD
Director, Teaching and Learning	1	2	OSD
Director, Special Education	1	2	OSD
Principals	21	2	OSD
Chief Information Officer	1	2	OSD
Director, Facilities	1	2	OSD
Director, Classified Human Resources	1	2	OSD
Director, Certificated Human Resources	1	2	OSD
Director, Child Nutrition Services	1	2	OSD
Director, Early Childhood Education Programs	1	2	OSD
Director, Purchasing	1	2	OSD
Director, Finance	1	2	OSD
Director, Transportation	1	2	OSD
Director, Enrichment and Specialized Programs	1	2	OSD
Director, Network Operations	1	2	OSD
Consultants	1	2	OSD

*COB = County Clerk of the Board; OSD = Oxnard School District

CONFLICT OF INTEREST (continued)**Disclosures for Consultants**

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)

Exhibit
 version: October 10, 2018
 revised: March 17, 2021
 revised: November 17, 2021
revised: November 2, 2022

OXNARD SCHOOL DISTRICT
 Oxnard, California

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section G: Conclusion

Superintendent's Report (3 minutes)

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

FISCAL IMPACT:

N/A

RECOMMENDATION:

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

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section G: Conclusion

Trustees' Announcements (3 minutes each speaker)

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

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 02, 2022

Agenda Section: Section G: Conclusion

ADJOURNMENT

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Madrigal Lopez ____, Rodriguez ____, Lopez ____, Robles-Solis ____

Karling Aguilera-Fort, Ed. D.

District Superintendent and Secretary to the Board of Trustees

This notice is posted in conformance with the provisions of Chapter 9 of the Government Code, in the front of the Educational Services Center; 1051 South A Street , Oxnard, California by 5:00 p.m. on Friday, October 28, 2022.

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A