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. Katalina Martinez, Member
Ms. Debra M. Cordes, Member

ADMINISTRATION
Karling Aguilera-Fort, Ed.D.
District Superintendent
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services
Ms. Valerie Mitchell, MPPA
Interim Assistant Superintendent,
Business & Fiscal Services
Dr. Victor M. Torres
Assistant Superintendent,
Human Resources

AGENDA
REGULAR BOARD MEETING
Wednesday, August 24, 2022

5:00 PM - Open Meeting
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

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

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

A.2. Pledge of Allegiance to the Flag
Dr. Ginger Shea, Director, Enrichment & Specialized Programs, will introduce Jude Anthony Orejel, 5th grade student in Ms. Drucker's class at Rose Avenue school, who will lead the audience in the Pledge of Allegiance.

A.3. District's Vision and Mission Statement
The District's Mission and Vision Statement will be read in English by Jose Alejandro Macias, 6th grade student at Curren School, and in Spanish by Gemma Itzel Magana , 6th grade student at Curren School.

A.4. Presentation by After School Program
Dr. Ginger Shea, Director, Enrichment & Specialized Programs, will provide a short presentation to the Board regarding the After School Program. 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___, Martinez ___, Madrigal Lopez ___, 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:
   - 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 Principals
  - Director, Certificated Human Resources

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. 45-Day Update 2022-23 Adopted Budget (Mitchell/Crandall Plasencia)
The 45-Day Update to the 2022-23 Adopted Budget will be presented for the Board's review.

A.11. Introduction of Newly Appointed Oxnard School District Administrators (Aguilera-Fort)
Introduction of newly appointed Oxnard School District administrators:
- David De Los Santos, Principal
- Jenny Gonzalez, Assistant Principal
- Lauren Janckila Halko, Principal

Section B: PUBLIC COMMENT/HEARINGS

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.

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___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

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

C.1. Personnel Actions (Torres/Carroll/Torres)
It is the recommendation of the Assistant Superintendent, Human Resources, the Director, Certificated Human Resources, and the Director, Classified Human Resources that the Board of Trustees approve the Personnel Actions, as presented.

C.2. Establishment and Abolishment of Positions (Torres/Torres)
It is the recommendation of the Assistant Superintendent, Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the establishment and abolishment of positions, as presented.

C.3. Ratification of Oxnard School District Bell Schedules Effective August 17, 2022 (DeGenna)
It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees ratify the Oxnard School District Bell Schedules effective August 17, 2022, as presented.

Section C: APPROVAL OF AGREEMENTS
It is recommended that the Board approve the following agreements:

C.4. Approval of Agreement #22-108, PDAP of Ventura County Inc. (DeGenna/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-108 with PDAP of Ventura County Inc., to provide an Addiction Treatment Counselor as available to provide early intervention group and individual counseling to students referred by faculty at identified schools in the Oxnard School District, August 25, 2022 through June 30, 2023, in the amount not to exceed $30,000.00, to be paid out of Title 1 Funds.

C.5. Approval of Agreement/MOU #22-109 – Kids & Families Together (DeGenna/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #22-109 with Kids & Families Together, to provide education-support services focused on Kinship Families (families who care for related children and youth), August 25, 2022 through June 30, 2023, at no cost to Oxnard School District.

C.6. Approval of Agreement/MOU #22-110 – Project Understanding (DeGenna/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent,

Educational Services, that the Board of Trustees approve Agreement/MOU #22-110 with Project Understanding, to provide after-school tutoring services to students in K-5th grade, August 25, 2022 through June 30, 2023, at no cost to Oxnard School District.

C.7. Approval of Agreement/MOU #22-111 – Forever Found Inc. (DeGenna/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #22-111 with Forever Found Inc., to provide trained facilitators to work in conjunction with Assistant Principals, Counselors, and Outreach Specialists to conduct training on Human Trafficking, August 25, 2022 through June 30, 2023, at no cost to Oxnard School District.

C.8. Approval of Agreement #22-115 – Auditory Processing Center of Pasadena (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-115 with Auditory Processing Center of Pasadena, to provide (central) auditory processing evaluations and training on CAPDOTS, including retest and IEP reporting, for the Special Education Services Department, August 25, 2022 through June 30, 2023, in the amount not to exceed $5,000.00, to be paid out of Special Education Funds.

C.9. Approval of Agreement #22-116 – Professional Tutors of America Inc. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-116 with Professional Tutors of America Inc., to provide a range of services for the Special Education Department that may include Behavior Intervention, Counseling & Guidance, Language Speech Development & Remediation, Occupational Therapy, Vocational Education & Career Development, Comp. Education – Academic Tutoring, Vision Services, and Academic Achievement Test, August 25, 2022 through June 30, 2023, in the amount not to exceed $150,000.00, to be paid out of Special Education Funds.

C.10. Approval of Agreement #22-117 – Tawanda L. Pullen, Ph.D. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-117 with Tawanda L. Pullen, Ph.D., to provide Independent Education Evaluator Services for the Special Education Department to provide psychological assessments, August 25, 2022 through June 30, 2023, in the amount of $6,000.00, to be paid out of Special Education Funds.

C.11. Approval of Agreement #22-118 with Dr. Felicia J. Lew, OD (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-118 with Dr. Felicia J. Lew, OD., to provide Independent Education Evaluator Services to the Special Education Department to complete evaluations and optometry support services, August 25, 2022 through June 30, 2023, in the amount of $20,000.00, to be paid out of Special Education Funds.

C.12. Approval of Agreement #22-126 – 3E Consulting Group (DeGenna/Cordes)
It is the recommendation of the Principal, Lemonwood School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-126 with 3E Consulting Group, to provide learning sessions to develop the Principal, Assistant Principal, and Instructional Leadership Team's knowledge/skill capacity in the Professional

Learning Communities school improvement model, August 25, 2022 through June 30, 2023, in the amount not to exceed $23,500.00, to be paid out of Title III funds.

C.13. Approval of Agreement #22-128 – Dr. Olvera Psychology, Professional Corporation (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-128 with Dr. Olvera Psychology, Professional Corporation, to provide psychological and educational consulting services for the Special Education Department, August 25, 2022 through June 30, 2023, in the amount not to exceed $24,000.00, to be paid out of Special Education Funds.

C.14. Approval of Agreement #22-131 – Mindset Academy by SWEAT III (DeGenna/Anguiano)
It is the recommendation of the Principal, Chavez School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-131 with Mindset Academy by SWEAT III, to provide training on student mindset development, student engagement, and student emotional intelligence to Chavez staff, students, and parents through assemblies and workshops, August 25, 2022 through December 31, 2022, in the amount not to exceed $42,000.00, to be paid out of Supplemental Concentration Grant ($38,000.00) and Title III funds ($4,000.00).

Section C: RATIFICATION OF AGREEMENTS
It is recommended that the Board ratify the following agreements:

C.15. Ratification of Amendment #2 to Agreement #21-79, STAR of CA, ERA Ed (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational services that the Board of Trustees ratify Amendment #2 to Agreement #21-79 with STAR of CA, ERA Ed., to adjust the final total cost for providing classroom support as consultant and 1 to 1 behavioral therapist for identified students through the end of the 2021-22 fiscal year, in the amount not to exceed $630,000.00, to be paid out of Special Education Funds.

C.16. Ratification of Amendment #2 to Agreement #21-191 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #2 to Agreement #21-191 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of $613.78, to adjust the previous estimated cost for one (1) student, due to a clerical error in the hourly rate used to calculate costs, to be paid out of Special Education Funds.

C.17. Ratification of Agreement #21-224 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-224 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's) for Special Education student KG062008 for the 2021-22 school year, including Extended School Year, in the amount of $13,255.88, to be paid out of Special Education Funds.

C.18. Ratification of Agreement #22-64 – University of Southern California (Torres)
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of

Trustees ratify Agreement #22-64 with the University of Southern California, to provide practice teaching and counseling experience to students enrolled at USC, July 1, 2022 through June 30, 2025, at no cost to Oxnard School District.

C.19. Ratification of Agreement #22-84 – Haynes Education Center & S.T.A.R. Academy (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-84 with Haynes Education Center & S.T.A.R. Academy, to provide a range of support services to the Special Education Services Department in the areas of Academic Tutoring or Transition Services, In-Home & Hospital Services, Educational Counseling & Guidance – Individual, Language & Speech Therapy – Individual, Occupational Therapy – Individual, Behavior Intervention – School or Home Based, Orientation and Mobility Instruction, Visual Impairment or Deaf/Hard of Hearing, Academic Achievement Test or Transition Assessment, and Staff Placement – Special Education Teachers, July 1, 2022 through June 30, 2023, in the amount not to exceed $50,000.00, to be paid out of Special Education Funds.

C.20. Ratification of Agreement #22-85, STAR of CA, ERA Ed (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational services that the Board of Trustees ratify Agreement #22-85 with STAR of CA/ERA Ed., to provide classroom support as a Consultant and 1 to 1 Behavioral Therapist for identified special education and general education students, July 1, 2022 through June 30, 2023, in the amount not to exceed $2,000,000.00, to be paid out of Special Education Funds.

C.21. Ratification of Agreement #22-106 – 3E Consulting Group (DeGenna/Rubin)
It is the recommendation of the Principal, Kamala School, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-106 with 3E Consulting Group, to design and deliver customized professional learning using an action lab design model which includes ongoing design, implementation and evaluation support of Professional Learning Communities for the Kamala Elementary School certificated and classified staff, August 1, 2022 through June 30, 2023, in the amount not to exceed $15,000.00, to be paid out of Supplemental Concentration Grant Funds.

C.22. Ratification of Agreement #22-107 – Mind Research Institute (DeGenna/Prater)
It is the recommendation of the Manager, Mathematics & Physical Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-107 with Mind Research Institute, to provide onsite/in-person professional learning in the implementation of the ST Math Early Learning Math Supplemental Curriculum for OSD PK Teachers (San Miguel), and all district TK teachers on August 11, 2022, in the amount not to exceed $2,000.00, to be paid out of Supplemental Concentration Grant Funds.

C.23. Ratification of Agreement #22-112 – Dynam!c Education Services Inc. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-112 with Dynam!c Education Services Inc., to provide special education and related services for Oxnard School District students from grades K-8 on a One-to-One basis, direct to the student's home, or at a local public library, depending on parent's preference, July 1, 2022 through June 30, 2023, in the amount not to exceed $150,000.00, to be paid out of Special Education Funds.

C.24. Ratification of Agreement #22-113 – Children's Therapy Network Inc. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-113 with Children's Therapy Network Inc., to provide supplemental staffing for Oxnard School District Special Education Students on an "as needed" basis in the areas of Speech Language Therapist, Physical Therapist, Occupational Therapist, Licensed Assistant, Evaluations/Assessments, Parent Education Classes, and Recreational Services, July 1, 2022 through July 31, 2023, in the amount not to exceed $10,000.00, to be paid out of Special Education Funds.

C.25. Ratification of Agreement #22-114 – Children's Therapy Network Inc. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-114 with Children's Therapy Network Inc., to provide supplemental staffing for Private School Special Education Students on an "as needed" basis in the area of Speech Language Therapist, July 1, 2022 through July 31, 2023, in the amount not to exceed $15,000.00, to be paid out of Special Education Funds.

C.26. Ratification of Agreement #22-119 – Jordan Witt Ph.D. Inc. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-119 with Jordan Witt Ph.D. Inc., to provide Independent Education Evaluator Services to the Special Education Department, including psychoeducational, academic assessment, neuropsychological assessment, and social and emotional evaluations, August 22, 2022 through June 30, 2023, in the amount not to exceed $6,000.00, to be paid out of Special Education Funds.

C.27. Ratification of Agreement #22-120 – Alternative Behavior Strategies, LLC (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-120 with Alternative Behavior Strategies, LLC, to provide consultant services to the Special Education Department consisting of applied behavioral therapy and related services, including direct behavioral intervention, development, implementation, and supervision for students, August 22, 2022 through June 30, 2023, in the amount not to exceed $100,000.00, to be paid out of Special Education Funds.

C.28. Ratification of Agreement #22-121, American Language Services (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-121 with American Language Services, to provide Translation/Interpreting services for the Special Education Department, for parents who speak a language other than English, Spanish, or Mixteco, for parent conferences and meetings, August 22, 2022 – June 30, 2023, in the amount not to exceed $200,000.00, to be paid out of Special Education Funds.

C.29. Ratification of Agreement #22-122 – Communications Solutions (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-122 with Communications Solutions, to provide complete auditory processing evaluations and training, including formal written reports and IEP reporting, for the Special Education Department,

August 22, 2022 through June 30, 2023, in the amount not to exceed $5,000.00, to be paid out of Special Education Funds.

C.30. Ratification of Agreement #22-123, John Tracy Center (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-123 with John Tracy Center, to provide complete audio-visual therapy evaluations and supporting services, including formal written reports and IEP reporting, for the Special Education Department, August 22, 2022 through June 30, 2023, in the amount of $5,000.00, to be paid out of Special Education Funds.

C.31. Ratification of Agreement #22-124 – Every Special Child, LLC (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-124 with Every Special Child, LLC, to provide temporary services to Oxnard School District students consistent with the student's Individualized Education Program (IEP), which may include direct and consultative services as needed by Paraprofessionals, Speech Language Pathologist/Speech Language Pathologist Assistant, Special Education Teacher/DHH Teacher/VI Teacher, School Psychologist, and Occupational Therapist, August 16, 2022 through June 30, 2023, in the amount not to exceed $420,000.00, to be paid out of Special Education Funds.

C.32. Ratification of Agreement #22-125 – California State University, Northridge (Torres)
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #22-125 with California State University, Northridge, to provide student teaching experience through practice teaching to students enrolled in teacher training curricula of California State University, Northridge, July 1, 2022 through June 30, 2025, at no cost to Oxnard School District.

C.33. Ratification of Agreement #22-127 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-127 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's) for Special Education students KG062008 and ZS121507 for Extended School Year, July 1, 2022 through July 15, 2022, in the amount of $3,031.85, to be paid out of Special Education Funds.

C.34. Ratification of Agreement #22-129 – The Stepping Stones Group, LLC (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-129 with The Stepping Stones Group, LLC, to provide supplemental staffing to the Special Education Department on an "as needed" basis in the areas of Speech Language Therapist, Speech Language Therapist Assistants, Occupational Therapist, and Psychologist, August 22, 2022 through June 30, 2023, in the amount not to exceed $5,500.00, to be paid out of Special Education Funds.

C.35. Ratification of Agreement #22-130 – 3E Consulting Group (DeGenna/Anguiano)
It is the recommendation of the Principal, Chavez School, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-130 with 3E Consulting Group, to provide a customized professional learning support program to develop the Chavez School Principal, Assistant Principal, and Instructional Leadership Team's knowledge and skill

in the Professional Learning Communities school improvement model, August 16, 2022 through June 30, 2023, in the amount not to exceed $47,000.00, to be paid out of Supplemental Concentration Grant Funds.

C.36. Ratification of Agreement #22-132 – N2Y, LLC (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-132 with N2Y, LLC, to provide a professional development webinar training on August 11, 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.37. Ratification of Agreement #22-133 – Leadership Associates (Aguilera-Fort)
It is the recommendation of the Superintendent that the Board of Trustees ratify Agreement #22-133 with Leadership Associates, to conduct an executive search for the position of Assistant Superintendent, Human Resources, August 12, 2022 through June 30, 2023, in the amount of $15,000.00 plus advertising costs, to be paid out of the General Fund.

Section D: ACTION ITEMS
(Votes of Individual Board Members must be publicly reported.)

D.1. Approval of SPSA's for 2022-2023 School Year - School Plans for Student Achievement-19 Schools (DeGenna/Thomas)
It is the recommendation of the Assistant Superintendent, Educational Services and the Director of School Performance and Student Outcomes that the Board of Trustees approve the School Plans for Student Achievement for the 2022-2023 School Year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.2. Approval of Provisional Internship Permit in Math for Alexander Nielsen for the 2022-23 School Year (Torres/Carroll)
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Provisional Internship Permit in Math for Alexander Nielsen, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.3. Approval of a Variable Term Service Waiver in Speech Language Pathology for Alexa Hanson for the 2022-23 School Year (Torres/Carroll)

It is the recommendation of the Assistant Superintendent of Human Resources and the Director, Certificated Human Resources that the Board of Trustees approve the Variable Term Service Waiver in Speech Language Pathology for Alexa Hanson, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.4. Approval of Emergency Bilingual Cross-Cultural Language in Academic Development ("BCLAD") Waivers for Lissette Gonzales, Vanessa Hernandez, Maria Rivera, and Gabriella Torres for the 2022-23 School Year (Torres/Carroll)

It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Emergency BCLAD Waivers for Lissette Gonzales, Vanessa Hernandez, Maria Rivera, and Gabriella Torres to serve as Dual Language Instruction (DLI) teachers for the 2022-23 school year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.5. Approval of Provisional Internship Permits in Special Education, Mild to Moderate, for Laura De La Cruz, Rosa Bustamante, and Maribel Mendoza for the 2022-23 School Year (Torres/Carroll)

It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Provisional Internship Permits in Special Education, Mild to Moderate, for Laura De La Cruz, Rosa Bustamante, and Maribel Mendoza for the 2022-23 School Year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.6. Approval of Provisional Internship Permits in Special Education, Moderate to Severe, for Monica Fernandez and Jasmine Melendez for the 2022-23 School Year (Torres/Carroll)
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Provisional Internship Permits in Special Education, Moderate to Severe, for Monica Fernandez and Jasmine Melendez for the 2022-23 School Year , as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.7. Approval of 2021-22 Compensation Increase for Cabinet Member Employees (Aguilera-Fort)
It is the recommendation of the Superintendent that the Board of Trustees approve the 2021-2022 compensation package for Cabinet member employees, in the total amount of $34,615.34 to be paid out of LCFF, ESSER and the General Fund.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.8 . Consideration of Approval of Third Amendment to Employment Agreement Between Oxnard School District and Dr. Karling Aguilera-Fort, Superintendent (Robles-Solis)
It is recommended that the Board of Trustees approve the Third Amendment to the Employment Agreement Between the Oxnard School District and Dr. Karling Aguilera-Fort, Superintendent, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, Lopez ___, Robles-Solis ___

D.9. Consideration of Approval of Employment Agreement Between Oxnard School District and Dr. Anabolena DeGenna, Associate Superintendent, Educational Services/Chief Academic Officer (Aguilera-Fort)
It is recommended that the Board of Trustees approve the Employment Agreement Between the

Oxnard School District and Dr. Anabolena DeGenna, Associate Superintendent, Educational Services/Chief Academic Officer, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, 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:

- August 3, 2022 Regular Meeting

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, 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:

Time Adjourned _____

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, 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, August 19, 2022.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort **Date of Meeting:** August 24, 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:** August 24, 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 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 Principals
   - Director, Certificated Human Resources

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort **Date of Meeting:** August 24, 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:** August 24, 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: Valerie Mitchell, MPPA **Date of Meeting:** August 24, 2022

Agenda Section: Section A: Presentation

45-Day Update 2022-23 Adopted Budget (Mitchell/Crandall Plasencia)

In accordance with Education Code 42127 (i)(4), which provides that *"not later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by the Budget Act"*, the Board will receive the 45-Day Update 2022-23 Adopted Budget for review. The 45-Day Update has been posted for public review on the District web page.

FISCAL IMPACT:
Estimated increase to 2022-23 LCFF Revenue of $16.6 million, 2022-23 ELOP Revenue of $13.1 million, and 2022-23 Special Education Revenue of $2.5 million; and estimated new one-time/time-certain Block Grant revenue of $37.2 million.

RECOMMENDATION:
None – Information only.

ADDITIONAL MATERIALS:

Attached: Oxnard School District 45-Day Update - 2022-23 Adopted Budget (1 page)
Presentation - 45-Day Update - 2022-23 Adopted Budget (9 pages)

Oxnard School District
45-Day Update to the
2022-23 Adopted Budget

General Fund - Unrestricted and Restricted Description	Original Budget (A)	45-Day Budget Update (B)	Difference (B - A) (C)	% Diff (C / A) (D)
REVENUES				
LCFF Revenues	189,385,327	205,993,429	16,608,102	8.77%
Federal Revenues	18,408,818	18,408,818	0	0.00%
State Revenues	20,030,442	71,631,943	51,601,501	257.62%
Local Revenues	13,401,393	14,632,167	1,230,774	9.18%
TOTAL REVENUES	**241,225,980**	**310,666,357**	**69,440,377**	**28.79%**
EXPENDITURES				
Certificated Salaries	97,309,058	97,309,058	0	0.00%
Classified Salaries	33,348,877	33,348,877	0	0.00%
Employees' Benefits	54,031,112	54,031,112	0	0.00%
Books and Supplies	15,646,250	15,646,250	0	0.00%
Services and Operating Expenses	41,068,131	41,068,131	0	0.00%
Capital Outlay	666,511	666,511	0	0.00%
Other Outgo	1,597,432	1,597,432	0	0.00%
TOTAL EXPENDITURES	**243,667,371**	**243,667,371**	**0**	**0.00%**
OPERATING SURPLUS (DEFICIT)	**(2,441,391)**	**66,998,986**	**69,440,377**	**-2844.30%**
OTHER SOURCES AND TRANSFERS IN	0	0	0	0.00%
OTHER USES AND TRANSFERS OUT	0	0	0	0.00%
INCREASE (DECREASE) IN FUND BALANCE	**(2,441,391)**	**66,998,986**	**69,440,377**	**-2844.30%**
BEGINNING BALANCE	93,434,028	93,434,028	0	0.00%
CURRENT YEAR ENDING BALANCE	**90,992,637**	**160,433,014**	**69,440,377**	**76.31%**
COMPONENTS OF ENDING BALANCE				
Non-spendable	120,000	120,000	**0**	0.00%
Restricted	13,812,407	64,110,491	**50,298,084**	364.15%
Committed	52,693,493	71,835,786	**19,142,293**	36.33%
Assigned	0	0	**0**	0.00%
Reserve for Economic Uncertainties	24,366,737	24,366,737	**0**	0.00%
Unappropriated Amounts	0	0	**0**	**0.00%**

45-Day Update to 2022-23 Adopted Budget

Presenters:

Valerie Mitchell, MPPA
Interim Assistant Superintendent, Business and Fiscal Services

Mary Crandall Plasencia
Director of Finance

August 24, 2022

45-Day Budget Update Process

- EC § 42127(h) specifies that "Not later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to reflect the funding made available by the Budget Act"
- Not actually required to do a 45-day budget revision, only to make the revisions publicly available if revisions are prepared
- Best practices dictate that LEAs show any material changes and the impact to the fund balance

3 Changes to 2022-23 LCFF Funding

June 2022 Adopted Budget	August 2022 45-Day Budget Update
• COLA of 6.56% • Funded ADA calculated on Average of three prior years' ADA • TK add-on funding for staffing ratios ($2,813 per TK ADA) TOTAL LCFF FUNDING: **$ 189,385,327**	• COLA of 6.56% • Funded ADA calculated on Average of three prior years' ADA • TK add-on funding for staffing ratios ($2,813 per TK ADA) • ***Base grants increased an additional 6.28%*** • ***COVID-19 ADA Relief: applies 2019-20 attendance rate to 2021-22 enrollment*** • ***Home to School Transportation add-on increased to 60% of actual Transportation expenditures*** TOTAL LCFF FUNDING: **$ 205,993,429**

2022-23 LCFF Funding Increase: $16,608,102

- Ongoing, Unrestricted General Fund -

4 Changes to Expanded Learning Opportunities Program

June 2022 Adopted Budget	August 2022 45-Day Budget Update
• Funded at $1,170 per TK-6 ADA	• **Funded at $2,750 per TK-6 ADA**
• Allow carryover of 2022-23 funds to 2023-24	• Allow carryover of 2022-23 funds to 2023-24
• Delay start of audit of ELOP to 2023-24	• Delay start of audit of ELOP to 2023-24
• Prorated penalties for not meeting offer/provide and minimum time requirements	• Prorated penalties for not meeting offer/provide and] minimum time requirements
• Must offer to ALL students in grades TK-6	• Must offer to ALL students in grades TK-6
	• ***Must provide transportation if not providing ELOP at all school sites for grades TK-6***
TOTAL ELOP FUNDING: **$ 11,725,635**	TOTAL ELOP FUNDING: **$ 24,807,771**

2022-23 ELOP Funding Increase: $13,082,136

- Ongoing, Restricted General Fund -

5 Changes to Special Education Funding

June 2022 Adopted Budget
• State AB602 Special Education base rate of $725 per student
• State SpEd Early Education funding = $388,311
TOTAL STATE SPECIAL EDUCATION FUNDING: **$ 11,654,877**

August 2022 45-Day Budget Update
• **State AB602 Special Education base rate of $820 per student**
• **State SpEd Early Education funding = $413,783**
• ***State SpEd Early Intervention Preschool funding = $1,277,945***
TOTAL STATE SPECIAL EDUCATION FUNDING: **$ 14,189,068**

2022-23 Special Education Funding Increase: $ 2,534,191

- Ongoing, Restricted General Fund -

6 Arts, Music, and Instructional Materials Grant

Arts, Music, and Instructional Materials Discretionary Block Grant

- Allocated on per-pupil basis using 2021-22 Second Principal Apportionment ADA
- Govering Board must discuss and approve an expenditure Plan
- Funds may be used through the **2025-26** school year
- Allowable Uses:
  - Instructional materials & professional development for improving school climante, digital literacy, physical education, and learning through play
  - Standards-aligned professional development and instructional materials
  - Diverse book collections and culturally relevant texts in English, pupils' home langues, or combination of languages
  - Operational costs
  - COVID-19 pandemic-related supplies

TOTAL ESTIMATED FUNDING: **$ 8,742,262**

- One-Time/Time-Certain, Restricted General Fund -

7 Learning Recovery Emergency Block Grant

Learning Recovery Emergency Block Grant

- Allocated based on 2021-22 Second Principal Apportionment ADA multiplied by UPP
- Reporting of Interim and Final expenditures in 2024, 2027, and 2029
- Funds may be used through the **2027-28** school year
- Allowable Uses:
  - Increase or stabilize instructional learning time
  - Decrease or stabilize staff-to-pupil ratios
  - Close learning gaps
  - Pupil supports to address other barriers to learning
  - Instruction for credit-deficient students
  - Additional academic services
  - COVID-19 pandemic-related supplies

TOTAL ESTIMATED FUNDING: **$ 28,473,686**

- One-Time/Time-Certain, Restricted General Fund -

45-Day Budget Update

General Fund - Unrestricted and Restricted Description	Original Budget (A)	45-Day Budget Update (B)	Difference (B - A) (C)	% Diff (C / A) (D)
REVENUES				
LCFF Revenues	189,385,327	205,993,429	16,608,102	8.77%
Federal Revenues	18,408,818	18,408,818	0	0.00%
State Revenues	20,030,442	71,631,943	51,601,501	257.62%
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TOTAL REVENUES	**241,225,980**	**310,666,357**	**69,440,377**	**28.79%**
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Certificated Salaries	97,309,058	97,309,058	0	0.00%
Classified Salaries	33,348,877	33,348,877	0	0.00%
Employees' Benefits	54,031,112	54,031,112	0	0.00%
Books and Supplies	15,646,250	15,646,250	0	0.00%
Services and Operating Expenses	41,068,131	41,068,131	0	0.00%
Capital Outlay	666,511	666,511	0	0.00%
Other Outgo	1,597,432	1,597,432	0	0.00%
TOTAL EXPENDITURES	**243,667,371**	**243,667,371**	**0**	**0.00%**
OPERATING SURPLUS (DEFICIT)	**(2,441,391)**	**66,998,986**	**69,440,377**	**-2844.30%**
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BEGINNING BALANCE	93,434,028	93,434,028	0	0.00%
CURRENT YEAR ENDING BALANCE	**90,992,637**	**160,433,014**	**69,440,377**	**76.31%**
COMPONENTS OF ENDING BALANCE				
Non-spendable	120,000	120,000	**0**	0.00%
Restricted	13,812,407	64,110,491	**50,298,084**	364.15%
Committed	52,693,493	71,835,786	**19,142,293**	36.33%
Assigned	0	0	**0**	0.00%
Reserve for Economic Uncertainties	24,366,737	24,366,737	**0**	0.00%
Unappropriated Amounts	0	0	**0**	**0.00%**

9 Questions

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort **Date of Meeting:** August 24, 2022

Agenda Section: Section A: Preliminary

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

Introduction of newly appointed Oxnard School District administrators:

- David De Los Santos, Principal
- Jenny Gonzalez, Assistant Principal
- Lauren Janckila Halko, Principal

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:** August 24, 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. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Consent Agenda

Personnel Actions (Torres/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 Assistant Superintendent, Human Resources, 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 08.24.2022 (one page)
Classified Personnel Actions 8.24.22 (three pages)

CERTIFICATED PERSONNEL ACTIONS

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

New Hires

De La Cruz, Laura	Teacher, Special Education	2022/2023 School Year
Franco, Joseph	Teacher, Special Education	2022/2023 School Year
Hernandez, Vanessa	Teacher, BCLAD	2022/2023 School Year
Janckila, Lauren	Principal	2022/2023 School Year
Jovel, Nicole	Teacher, Special Education	2022/2023 School Year
Lopez, Araceli	Teacher, Special Education	2022/2023 School Year
Mendoza, Maribel	Teacher, Special Education	2022/2023 School Year
Palacios, Adrina	Teacher, Multiple Subject	2022/2023 School Year
Powers, Yvonne	School Nurse	2022/2023 School Year
Rendon, Carol	Teacher, Science	2022/2023 School Year
Rivera, Maria	Teacher, BCLAD	2022/2023 School Year
Torres, Gabriella	Teacher, BCLAD	2022/2023 School Year
Verhoeven, Amy	Speech Therapist	2022/2023 School Year
Xahuentitla, Elizabeth	Teacher, BCLAD	2022/2023 School Year
Ybarra, Jamee	School Nurse	2022/2023 School Year
Hammer, Stephanie	Substitute Teacher	2022/2023 School Year
Zamora, Alma	Substitute Teacher	2022/2023 School Year

Resignation

Heredia, Jessica	School Nurse	June 17, 2022
Hormann, Hans	Teacher, Science	August 31, 2022
Mancilla, Aaron	Teacher, Math	June 17, 2022
Torres, Victor	Assistant Superintendent, HR	August 19, 2022

Change of Assignment

Carroll, Scott	From: Master Principal To: Director, Human Resources	2022/2023 School Year
Magana, Genaro	From: Assistant Principal at Lopez To: Interim Principal at Lopez	2022/2023 School Year
Tapia, Javier	From: Assistant Principal at Fremont To: Principal at Driffill	2022/2023 School Year

CLASSIFIED PERSONNEL ACTIONS

New Hires

Baez, Diana D.	Paraeducator – Special Education, Position #10965 Fremont 5.75 hrs./183 days	08/16/2022
Camarena, Sofia L.	District Translator, Position #10962 Special Education 8.0 hrs./246 days	07/28/2022
Diaz, Imelda	Paraeducator – General Education, Position #11262 Elm 6.0 hrs./183 days	08/16/2022
Ghuman, Breann	Paraeducator – Special Education, Position #10966 McAuliffe 5.75 hrs./183 days	08/16/2022
Herman, Virginia B.	Campus Assistant, Position #3065 Ramona 4.75 hrs./180 days	08/17/2022
Juarez, Ashley N.	Paraeducator – Special Education, Position #2906 Brekke 5.75 hrs./183 days	08/16/2022
Lopez, Arnold	Paraeducator – General Education, Position #2699 Frank 5.75 hrs./183 days	08/16/2022
Melena, Evelin	Paraeducator – Special Education, Position #9301 Soria 5.75 hrs./183 days	08/16/2022
Montiel, Natalie	Paraeducator – Special Education, Position #2683 Curren 5.75 hrs./183 days	08/16/2022
Roman, Fatima D.	Paraeducator – Special Education, Position #10594 Harrington 5.75 hrs./183 days	08/16/2022
Santana-Cazares, Ruben	Campus Assistant, Position #7826 Frank 5.25 hrs./180 days	08/17/2022
Teteris, Richard E.	Paraeducator – Special Education, Position #6732 Sierra Linda 5.75 hrs./183 days	08/16/2022
Thompson, Carolyn M.	Health Assistant, Position #8436 Pupil Services 5.75 hrs./183 days	08/16/2022
Vacio Pena, Daniela	Paraeducator – Special Education, Position #9209 Sierra Linda 5.75 hrs./183 days	08/16/2022

Limited Term/Substitutes

Agustin, Jaime	Campus Assistant (substitute)	07/20/2022
Ambriz, Ana C.	Clerical (substitute)	08/04/2022
Aquino, David	Custodian (substitute)	08/08/2022
Conchas Fernandez, Patricia	Campus Assistant (substitute)	07/25/2022
De Morales, Fabiola C.	Custodian (substitute)	08/08/2022
Duarte Negrete, Leoncio	Custodian (substitute)	07/27/2022
Lopez, Angel D.	Paraeducator (substitute)	07/13/2022
Magallon, Eduardo	Custodian (substitute)	08/08/2022
Nakamura, Erika	Campus Assistant (substitute)	07/20/2022
Perez, Blanca	Clerical (substitute)	08/01/2022
Rosales, Lizbeth	Clerical (substitute)	07/29/2022
Rosenthal, Paul B.	Paraeducator (substitute)	07/27/2022
Solis Torres, Juan P.	Custodian (substitute)	08/05/2022
Torres, Gerardo	Custodian (substitute)	08/09/2022

Exempt

Lopez, Angel D.	AVID Tutor	07/13/2022
Magana, Nancy	AVID Tutor	07/25/2022

Promotions

Ambriz, Noemi	Office Assistant II, Position #10537 Special Education 8.0 hrs./246 days Paraeducator III, Position #1951 Lopez 5.75 hrs./183 days	07/25/2022
Ruiz, Alexandria	Paraeducator – Special Education, Position #2275 Ritchen 5.75 hrs./183 days Paraeducator II, Position #7844 Pupil Services 5.75 hrs./183 days	08/16/2022

Transfers

Jimenez, Claudia	Outreach Specialist, Position #6077 McKinna 8.0 hrs./180 days Outreach Specialist, Position #1738 Elm 8.0 hrs./180 days	08/22/2022
Serratos, Juan Carlos	Custodian, Position #869 Elm 8.0 hrs./246 days Custodian, Position #658 Marina West 8.0 hrs./246 days	07/18/2022

Transfers (Continued)

Garcia Soto, Luizinho	Custodian, Position #10472 Custodial Services 8.0 hrs./246 days Custodian, Position #304 Harrington 8.0 hrs./246 days	07/18/2022

Release From Probation

11204	Grounds Manager, Position #7423 Grounds 8.0 hrs./246 days	07/22/2022

Terminations

1707	Attendance Accounting Technician, Position #1837 Marshall 8.0 hrs./210 days	08/04/2022

Resignations

Carrillo, Silvia	Instructional Assistant SH(B), Position #1975 McAuliffe 6.0 hrs./183 days	09/16/2022
Centurion Arce, Patricia G.	District Translator, Position #10964 Special Education 8.0 hrs./246 days	08/05/2022
Gamino, Celeste	Paraeducator II, Position #2114 Sierra Linda 5.75 hrs./183 days	07/29/2022
Herrera, Adriana V.	Outreach Specialist, Position #2141 Curren 8.0 hrs./180 days	08/10/2022

Resignations (Continued)

Hurtado, Janet	Paraeducator III, Position #10601 Special Education 8.0 hrs./183 days	08/10/2022
Johnson, Crystal L.	Health Care Technician, Position #2944 Pupil Services 7.0 hrs./183 days	08/09/2022
Lara, Jessica	Speech Language Pathology Assistant, Position #10455 Special Education 8.0 hrs./183 days	07/29/2022
Mendez, Yessica	Paraeducator III, Position #1001 San Miguel 5.75 hrs./183 days	07/15/2022
Prado, Samanatha	Child Nutrition Worker, Position #6412 Chavez 5.0 hrs./185 days	06/17/2022
Villareal, Saul A.	Paraeducator II, Position #6735 Kamala 5.75 hrs./183 days	07/29/2022
Zamora, Alma R.	Paraeducator – General Education, Position #10116 Chavez 4.0 hrs./183 days	08/04/2022

Retirements

Grajales, Marco A.	Custodian, Position #1896 Fremont 8.0 hrs./246 days	08/31/2022
Stankoski, Anthony F.	Electrician, Position #164 Facilities 8.0 hrs./246 days	08/27/2022

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Consent Agenda

Establishment and Abolishment of Positions (Torres/Torres)

Establish

a six-hour 183-day Paraeducator – General Education position number 11276 to be established at Ramona School. This position will be established to provide UTK support.

a six-hour 183-day Paraeducator – General Education position number 11277 to be established at Sierra Linda School. This position will be established to provide UTK support.

a five-hour and forty-five-minute 180-day Campus Assistant position number 11278 to be established at Kamala School. This position will be established to provide additional support.

Abolish

an eight-hour 246-day Grounds Maintenance Worker I position number 10402 to be abolished in the Grounds department. This position will be abolished as it is being replaced with Grounds Equipment Operator position number 11261.

an eight-hour 246-day Senior Executive Assistant to the Superintendent position number 9892 to be abolished in the Superintendent's Office department. This position will be abolished as it is being replaced with Executive Assistant to the Superintendent position number 11255.

a five-hour and forty-five-minute Paraeducator II position number 321 to be abolished at Frank School. This position will be abolished as the student it supported graduated, and is therefore no longer needed.

FISCAL IMPACT:

Cost for 2 Paraeducators – General Education: $85,764 General funds

Cost for 1 Campus Assistant: $42,882 General funds

Savings for 1 Grounds Maintenance Worker I: $82,768 General funds (ESSER II)

Savings for 1 Senior Executive Assistant to the Superintendent: $122,038 General funds

Savings for 1 Paraeducator II: $30,620 Special Education funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, 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. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Consent Agenda

Ratification of Oxnard School District Bell Schedules Effective August 17, 2022 (DeGenna)

In 2019, Senate Bill 328 was signed into law, which requires California school districts to change start time for middle schools and high schools no later than July 1, 2022. In response to the implementation of Senate Bill 328 and Board-approved district wide banking minutes, its the recommendation of the Assistant Superintendent of Educational Services that the Board of Trustees ratify the Oxnard School District Bell Schedules effective August 17, 2022.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees ratify the Oxnard School District Bell Schedules effective August 17, 2022, as presented.

ADDITIONAL MATERIALS:
Attached: 2022-2023 OSD School Hours.pdf

OXNARD SCHOOL DISTRICT

School Hours - 2022-2023
(updated: 8/2/2022)

SCHOOLS	TK - Kinder Start/End	Grades 1-5 Start/End	Grades 6-8 Start/End	Wednesday Bank Day Grades TK - K	Wednesday Bank Day Grades 1-5	Wednesday Bank Day Grades 6-8	Minimum Day Grades TK-5	Minimum Day Grades 6-8
BREKKE (TK-5)	8:00 - 1:22	8:00 - 2:15	N/A	8:00 - 12:22	8:00 - 1:15	N/A	8:00 - 11:45	N/A
CHAVEZ (K-8) DLI	8:20 - 1:42	8:20 - 2:35	8:00 - 2:34	8:20 - 12:42	8:20 - 1:35	8:00 - 1:34	8:20 - 12:05	8:00 - 11:48
CURREN (K-8) DLI	8:10 -1:32	8:10 - 2:25	8:00 - 2:34	8:10 - 12:32	8:10 - 1:25	8:00 - 1:34	8:10 - 11:55	8:00 - 11:48
DRIFFILL TK-8) DLI	8:15 - 1:37	8:15 - 2:30	8:10 - 2:44	8:15 - 12:37	8:15 - 1:30	8:10 - 1:44	8:10 - 12:00	8:10 - 11:58
ELM (TK-5) DLI	8:00 - 1:22	8:00 - 2:15	N/A	8:00 - 12:22	8:00 - 1:15	N/A	8:00 - 11:45	N/A
FRANK (6-8)	N/A	N/A	8:00 - 2:34		N/A	8:00 - 1:34	N/A	8:00 - 11:48
FREMONT (6-8)	N/A	N/A	8:30 - 3:04		N/A	8:30 - 2:04	N/A	8:30 - 12:18
HARRINGTON (TK-5) DLI	8:00 - 1:22	8:00 - 2:15	N/A	8:00 - 12:22	8:00 - 1:15	N/A	8:00 - 11:45	N/A
KAMALA (K-8) DLI	8:00 - 1:22	8:00 - 2:15	8:00 - 2:34	8:00 - 12:22	8:00 - 1:15	8:00 - 1:34	8:00 - 11:45	8:00 - 11:48
LEMONWOOD (TK-8) DLI	8:00 - 1:22	8:00 - 2:15	8:00 - 2:34	8:00 - 12:22	8:00 - 1:15	8:00 - 1:34	8:00 - 11:45	8:00 - 11:48
LOPEZ (6-8) DLI	N/A	N/A	8:45 - 3:19		N/A	8:45 - 2:19	N/A	8:45 - 12:34
MARINA WEST (TK-5)	8:15 - 1:37	8:15 - 2:30	N/A	8:15 - 12:37	8:15 - 1:30	N/A	8:15 - 12:00	N/A
MARSHALL (K-8)	8:30 - 1:52	8:30 - 2:45	8:15 - 2:49	8:30 - 12:52	8:30 - 1:45	8:15 - 1:49	8:30 - 12:15	8:15 - 12:03
McAULIFFE (TK-5)	8:45 - 2:07	8:45 - 3:00	N/A	8:45 - 1:07	8:45 - 2:00	N/A	8:45 - 12:30	N/A
McKINNA (TK-5) DLI	8:10 - 1:32	8:10 - 2:25	N/A	8:10 - 12:32	8:10 - 1:25	N/A	8:10 - 11:55	N/A
RAMONA (TK-5) DLI	8:10 - 1:32	8:10 - 2:25	N/A	8:10 - 12:32	8:10 - 1:25	N/A	8:10 - 11:55	N/A
RITCHEN (TK-5)	8:40 - 2:02	8:40-2:55	N/A	8:40 - 1:02	8:40 - 1:55	N/A	8:40 - 12:25	N/A
ROSE AVE. (TK-5)	8:00 - 1:22	8:00 - 2:15	N/A	8:00 - 12:22	8:00 - 1:15	N/A	8:00 - 11:45	N/A
SIERRA LINDA (TK-5)	8:35 - 1:57	8:35 - 2:50	N/A	8:35 - 12:57	8:35 - 1:50	N/A	8:35 - 12:20	N/A
SORIA (K-8) DLI	8:40 - 2:02	8:40 - 2:55	8:35 - 3:09	8:40 - 1:02	8:40 - 1:55	8:35 - 2:09	8:40 - 12:25	8:35 - 12:23

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #22-108, PDAP of Ventura County Inc. (DeGenna/Nocero)

PDAP will provide an Addiction Treatment Counselor as available to provide early intervention group and individual counseling to students referred by faculty at identified schools in the Oxnard School District during the 2022-2023 school year. Group substance abuse counseling sessions will be conducted, based on need factor, request of the school staff, and availability of PDAP counseling staff.

Each group session will be an hour in length for twelve weeks, with the option to continue longer if appropriate for the students being served. Focus of the groups will be on awareness of personal strengths, importance of healthy choices, the dangers of drug and alcohol abuse, and social skills for seeking positive peers. Brief (20-30 minutes) individual counseling sessions will also be conducted as needed.

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $30,000.00 – Title 1

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-108 with PDAP of Ventura County Inc.

ADDITIONAL MATERIALS:

Attached: Agreement/MOU #22-108, PDAP of Ventura County, Inc. (2 Pages)
Certificate of Insurance (2 Pages)

Agreement #22-108

BETWEEN

Palmer Drug and Alcohol Treatment Program (PDAP) of Ventura County, Inc.

and

Oxnard School District

This agreement is entered into this 24th day of August, 2022 by and between PDAP of Ventura County, Inc. and the Oxnard School District.

PURPOSE: The purpose of the AGREEMENT is to establish and maintain a provision of service relationship between the two parties. PDAP will provide an Addiction Treatment Counselor as available to provide early intervention group and individual counseling to students referred by faculty at identified schools in the Oxnard School District.

Individual and group substance abuse counseling sessions will be conducted, based on need factor, request of the school staff and availability of PDAP counseling staff. Each group session will be an hour in length for twelve weeks, with the option to continue longer if appropriate for the students being served. Focus of the groups will be on awareness of personal strengths, importance of healthy choices, the dangers of drug and alcohol use and social skills for seeking positive peers. Brief (25 to 30 minute) individual counseling sessions will also be conducted as needed. These sessions may be provided at the school or through an appropriate online site such as Google Classroom.

TERM: The term of this AGREEMENT shall commence August 25, 2022 – June 30, 2023.

COMPENSATION: The Oxnard School District will cover the cost for the services provided by PDAP for this program at a $32 per hour rate for up to 4 hours per week in each middle and K-8 school, up to a maximum of $30,000.

DESCRIPTION OF SERVICES:

A. Oxnard School District agrees to the following:

1. Serve as lead Administrative Agent of all schools.

2. Provide space to accommodate the PDAP staff member assigned at each school.

3. Refer students through teacher referrals, SST and CST referrals based on the needs of the student.

4. The Outreach Specialists and counselors will organize, update and maintain records for all students and provide feedback to teachers.

5. Utilize Oxnard School District approved parent permission slips for participation prior to students being served, including OSD HIPPA Release of Information Form and notice to parents and other family members about respecting the confidentiality of student participation in online services.

6. Arrange for district fingerprinting scans for the counselors assigned to work directly with students.

B. PDAP agrees to the following:

1. Provide an Addiction Treatment Counselor at all agreed sites and through online contact with students.

2. Work within the timeframe appropriate for the school and agreed upon with the Site Administrator, not interrupting instructional time.

3. Follow Oxnard School District and PDAP procedures concerning client confidentiality.

4. Provide representation at meetings convened by the Oxnard School District to review the program.

5. Be responsible for having all counselors tested for TB at their cost prior to beginning the program. PDAP will be responsible for ensuring that all counselors sent to the school sites have proper clearance to work with children as well as a cleared TB test.

TERMINATION: Either party may terminate this AGREEMENT without cause upon thirty (30) days written notice.

AUTHORIZED APPROVAL:

PDAP of Ventura County, Inc.:	**Oxnard School District:**
_____	_____
Signature	***Signature***
Ginny Connell, Executive Director	Lisa A. Franz, Director, Purchasing
Typed Name/Title	***Typed Name/Title***
_____	_____
Date	***Date***

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 7/7/2022

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
CalNonprofits Insurance Services
1500 41st Avenue, Suite 228
Capitola CA 95010

CONTACT NAME: Myla Wilson
PHONE (A/C, No, Ext): 831-427-5222 FAX (A/C, No): 831-462-8529
E-MAIL ADDRESS: certificates@cal-insurance.org

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Nonprofits Insurance Alliance of California	10023
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED PDAPOFV-01
PDAP of Ventura County, Inc.
450 Rosewood Avenue, Suite 215
Camarillo CA 93010

COVERAGES **CERTIFICATE NUMBER:** 497570700 **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	X COMMERCIAL GENERAL LIABILITY	Y		2022-48980	8/22/2022	8/22/2023	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N	N / A					PER STATUTE / OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?						E.L. EACH ACCIDENT	$
	(Mandatory in NH)						E.L. DISEASE - EA EMPLOYEE	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
The Oxnard School District is included as Additional Insured with respect to General Liability as required by written contract per Endorsement Form(s) CG 20 26 attached. 30 Days Notice of Cancellation applies.

CERTIFICATE HOLDER

Oxnard School District
1051 South A Street
Oxnard CA 93030
USA

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s): Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

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

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

However:

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

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

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

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

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

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Support Services Agreement

Approval of Agreement/MOU #22-109 – Kids & Families Together (DeGenna/Nocero)

Kids & Families Together will provide education-support services focused on Kinship Families; families who care for related children and youth. The Kinship Support Services Program (KSSP) will provide education-support services for Kinship families to enhance their understanding, skills, and ability for meeting the needs of the kinship/resource caregivers in Ventura County. KSSP will be tasked with identifying countywide unmet needs of kinship caregivers and the children/youth for whom they care; identifying and referring kinship families to a kinship peer partner and educator; educating kinship/resource caregivers on community resources and referrals, including informing kinship relative caregivers of the iFoster kinship navigator to serve as a virtual resource portal in helping to connect kinship/resource families to support/resources and improved child and caregiver well-being.

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
No fiscal impact to the Oxnard School District.

RECOMMENDATION:
It is recommended by the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #22-109 with Kids & Families Together.

ADDITIONAL MATERIALS:

Attached: Agreement/MOU #22-109, Kids and Families Together (3 Pages)
Certificate of Insurance (2 Pages)

Memorandum of Understanding

Kids & Families Together
And
Oxnard School District

This Memorandum of Understanding (MOU) is entered into by and between Kids & Families Together (K&FT) the Oxnard School District.

Purpose: Kids & Families Together (K&FT) to provide education-support services focused on Kinship Families; families who care for related children and youth. This agreement explains and confirms any role and responsibilities and the types of services to be provided as a result of this MOU.

Term: The term of this MOU shall commence August 25, 2022 and shall terminate June 30, 2023.

Description of Services of the Support Services Program:

The Support Services Program (SSP) will provide education and coaching to resource families and informal kinship caregivers, to enhance their understanding, skills and ability for meeting the needs of the resource/informal kinship caregivers in Ventura County. SSP will be tasked with identifying countywide unmet needs of resource and informal kinship caregivers and the children/youth for whom they care for. Identifying and referring resource and informal kinship families to a Peer Partner & Educator (PPE.) The PPEs will provide training/coaching for resource and informal kinship caregivers-which includes: understanding the Child Welfare System and accessing/utilizing community resources and referrals.

Kids & Families Together (K&FT) agrees to the following:

1. Resource and Referral-outreach to informal kinship and resource families by way of peer partner and educator, meeting with caregivers at a designated school setting for the purpose of identifying new families that have been underrepresented and underserved.
2. Offer education/coaching to resource families and informal kinship that are court and non-court dependent.
3. Facilitate training and network gatherings for resource and informal kinship caregivers in designated areas as approved by OSD.
4. Attend collaborative meetings with other community partners put on by OSD to explore and expand opportunities for resource and informal kinship families.

Oxnard School District:

1. Be involved in the creation of a local network of resources directed at the needs of Resource and Informal Kinship Caregivers
2. Compensation: The Oxnard School District will not be charged for the services provided by**:** Kids & Families Together (K&FT)
3. Facilitate space for Training & Network Gatherings for resource and informal kinship families in designated areas as approved by OSD
4. Invite K&FT to attend collaborative meetings with other community partners put on by OSD to explore and expand opportunities for resource and informal kinship families.

Agreements and Responsibilities:

1. Accept appropriate referrals of families who Oxnard School District believes to need the services and resources provided by the Kids & Families Together Support Services Program (SSP.)
2. Accept referrals from Kids & Families Together for kinship children / youth that could benefit from the resources and services of the Outreach Resource Specialist and Counselors.
3. Permit Kids & Families Together (PPE) to have intermittent or regularly scheduled access to space in designated area for meeting with individual Kinship Caretakers.
4. Permit Kids & Families Together-Support Services Program to coordinate with the Director of Pupil Services the availability and access to space in

designated areas in at school sites for Training & Network Gatherings for Resource and Informal Kinship families-regularly scheduled meetings.

5. Certificate of Liability Insurance naming the Oxnard School District as an additional assures party for such space utilization purposes.

Termination: Either party may terminate this MOU without cause upon thirty (30) days written notice.

Authorized Approval:

Kids & Families Together:	Oxnard School District:
Sharon Cromartie	_____
Signature	Signature
Sharon Cromartie, VP of HR	Lisa A. Franz
Kids & Families Together	Director, Purchasing

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 07/05/2022

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

Tolman & Wiker Insurance Services, LLC
196 S. Fir Street
PO Box 1388
Ventura CA 93002-1388

CONTACT NAME: Joslyn Tillar
PHONE (A/C, No, Ext): (805) 585-6100 **FAX (A/C, No):** (805) 585-6200
E-MAIL ADDRESS: jtillar@tolmanandwiker.com

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A :	Nonprofits' Insurance Alliance of CA	
INSURER B :	Nonprofits' Ins Alliance CA	
INSURER C :	State Compensation Ins Fund	35076
INSURER D :		
INSURER E :		
INSURER F :		

INSURED

Kids and Families Together
864 E Santa Clara St
Ventura CA 93001

COVERAGES **CERTIFICATE NUMBER:** 22/23 GL/AU/UMB/WC/ **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	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:	Y		2022-08245	07/01/2022	07/01/2023	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 3,000,000
							PRODUCTS - COMP/OP AGG	$ 3,000,000
								$
A	AUTOMOBILE LIABILITY [X] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY			2022-08245	07/01/2022	07/01/2023	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
B	[X] UMBRELLA LIAB [ ] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $			2022-08245 UMB	07/01/2022	07/01/2023	EACH OCCURRENCE	$ 1,000,000
							AGGREGATE	$ 1,000,000
								$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N [ ] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		9059970-22	05/18/2022	05/18/2023	[X] PER STATUTE [ ] OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	PROFESSIONAL LIABILITY			2022-08245	07/01/2022	07/01/2023	EACH EVENT	$1,000,000
							AGGREGATE	$3,000,000

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

GL: Certificate Holder is Additional Insured as respects to operations of the Named Insured per form CG20261219. Endorsement applies only as required by current written contract on file.

CERTIFICATE HOLDER

Oxnard School District
1051 South A St.
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

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):
Oxnard School District
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

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

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

However:

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

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

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

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

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

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Support Services Agreement

Approval of Agreement/MOU #22-110 – Project Understanding (DeGenna/Nocero)

Project Understanding will provide free after-school tutoring services to students in K-5th grade during the 2022-2023 academic year.

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
No charge to the Oxnard School District.

RECOMMENDATION:
It is recommended by the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #22-110 with Project Understanding.

ADDITIONAL MATERIALS:

Attached: Agreement/MOU #22-110, Project Understanding (2 Pages)
Certificate of Insurance (2 Pages)

Memorandum of Understanding

This Memorandum of Understanding (MOU) is entered into by and between the **Project Understanding** (Provider) and the **Oxnard School District** (OSD) for tutoring services.

Memorandum of Understanding Purpose:
The purpose of this MOU is to create and confirm an effective working relationship between the designated party and OSD. This MOU also provides the means by which the Provider and the OSD will maintain a collaborative relationship to ensure interagency services to OSD students and families.

Memorandum of Understanding Timeline:
The MOU is effective August 25, 2022 and will extend through June 30, 2023

Memorandum of Understanding and Description of Services:

Provider agrees to the following:

1. Work in partnership with OSD to identify students and families who can benefit from services by the Provider
2. Provide free after-school tutoring services to students in K- 5th grade at designated times and at the Provider's facility
3. Be responsible for safeguarding participant (student) information in compliance with Title 42 Code of Federal Regulations, Part 22 as well as health Insurance Portability and Accountability Act (HIPPA) standards.
4. Ensure that Provider's employees/volunteers have completed an appropriate background check, including fingerprinting/live scan and testing for TB at their cost prior to beginning the program. Project Understanding will be responsible for ensuring that all program staff have proper clearance to work with children and have cleared a TB test
5. Be responsible for directly supervising all students and staff. Provider further agrees that no OSD student will be left alone with one of the Provider's staff
6. Provide representation at meetings convened by OSD to review the program
7. Comply with all policies of OSD
8. Provider reserves the right to withdraw any employee or volunteer at Provider's discretion.
9. Provide OSD with a certificate of insurance (general liability and workman's comp) naming OSD as "additionally insured"
10. All flyers of written information given to parents by Project Understanding must include the following statement: "This service is not provided, sponsored by or endorsed by the Oxnard School District"

Oxnard School District agrees to the following:

1. Work in partnership with Project Understanding to identify students and families who can benefit from services by the Provider
2. Serve as administrator for services for OSD students and families by communicating with Project Understanding administration regarding program services
3. Communicate student directory information to Provider through the referral process upon receipt of signed parent permission to release this information
4. Provide referrals to Provider for students identified as needing additional tutoring services
5. Provide information about Provider and offered programs as appropriate to students and families
6. These tutoring services will be at no cost to the Oxnard School District

Termination: Either party may terminate this MOU without cause upon thirty (30) days written notice.

Authorized Approval:

PROJECT UNDERSTANDING	OXNARD SCHOOL DISTRICT
Signature: _____	**Signature:** _____
Title: CEO	**Title:** Director, Purchasing
Date: 7/12/22	**Date:** _____

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 06/28/2022

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		
Tolman & Wiker Insurance Services, LLC 196 S. Fir Street PO Box 1388 Ventura CA 93002-1388	CONTACT NAME: Joslyn Tillar PHONE (A/C, No, Ext): (805) 585-6100 FAX (A/C, No): (805) 585-6200 E-MAIL ADDRESS: jtillar@tolmanandwiker.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Nonprofits' Ins Alliance BKR	11384
INSURED	INSURER B :	
	INSURER C :	
Project Understanding, Inc. P.O. Box 25460 Ventura CA 93002	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** 22/23 GL/UMB **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS 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	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC OTHER:	Y		2022-00406	06/23/2022	06/23/2023	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)	$
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
A	[X] UMBRELLA LIAB [X] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $			2022-0406-UMB	06/23/2022	06/23/2023	EACH OCCURRENCE	$ 2,000,000
							AGGREGATE	$ 2,000,000
								$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N [ ] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					[ ] PER STATUTE [ ] OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

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

RE: 1800 South C St, Oxnard, CA 93030
GL: Certificate Holder is Additional Insured as respects to operations of the Named Insured per CG20260413. Endorsement applies only as required by current written contract on file.

CERTIFICATE HOLDER	CANCELLATION
Oxnard School District 1051 South A St. Oxnard CA 93030	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):
Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

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

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

However:

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

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

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

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

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

© Insurance Services Office, Inc., 2012

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Support Services Agreement

Approval of Agreement/MOU #22-111 – Forever Found Inc. (DeGenna/Nocero)

Forever Found Inc. will provide trained facilitators to work in conjunction with Assistant Principals, Counselors, and Outreach Specialists to conduct training on Human Trafficking. Facilitators will meet with students deemed highly vulnerable to, or confirmed as CSEC, for support and intervention during the 2022-2023 school year.

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
None

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #22-111 with Forever Found Inc.

ADDITIONAL MATERIALS:

Attached: Agreement/MOU #22-111, Forever Found, Inc. (2 Pages)
Certificate of Insurance (1 Page)

OSD AGREEMENT #22-111

MEMORANDUM OF UNDERSTANDING

Oxnard School District
and
Forever Found

This Memorandum of Understanding (MOU) is entered into, by and between Oxnard School District (OSD) and Forever Found.

PURPOSE:
The purpose of the MOU is to establish and maintain a provision of service relationship between the two parties. Forever Found will provide trained facilitators to work in conjunction with school assistant principals, counselors and outreach specialists to conduct staff training on Human Trafficking, Word on the Street classes and meet with students for support and intervention who have been confirmed CSEC or display behavior that leads OSD to deem the student highly vulnerable.

LOCATION:
Classes and intervention sessions for youth will be conducted at designated schools only, based on need factor and identification of students. Staff training locations will be left to the discretion of OSD and may be facilitated off OSD school sites.

TERM:
The term of this MOU shall commence August 25 2022 – June 30, 2023.

COMPENSATION:
OSD will not be charged for the services provided by Forever Found.

DESCRIPTION OF SERVICES:

A. Oxnard School District agrees to the following:

1. Provide space at each school or district location to accommodate the Forever Found facilitators.

2. Refer students to Forever Found according to Forever Found policies and procedures.

3. Utilize and provide the Forever Found approved minor release form for participation prior to students being served by Forever Found outside of the scope of services provided at OSD sites.

B. Forever Found agrees to the following:

1. Provide trained facilitators at all agreed school sites to meet with students deemed highly vulnerable to or confirmed as CSEC for support and intervention.

2. Meet with students during open school campus hours for a duration, time and day agreed upon with the referring approved OSD staff member and Forever Found.

3. Follow OSD HIPPA procedures concerning client confidentiality.

4. When possible and beneficial provide representation at meetings convened by the OSD to review the program and or youth progress.

5. Will be responsible for ensuring that all facilitators sent to the school sites have proper clearance to work with children.

a. Secure a live scan at the Oxnard School District

b. Secure fingerprinting by OSD's Human Resources Dept. Schedule HR appointment with Roxana Mendoza at (805) 385-1501 x2058, or Anna Gutierrez x2053

TERMINATION: Either party may terminate this MOU without cause upon thirty (30) days written notice.

AUTHORIZED APPROVAL:

We the undersigned, as authorized representatives of Oxnard School District and Forever Found do hereby approve this document.

Lisa Franz Purchasing Director Oxnard School District	Date
Shannon Sergey, President Forever Found Official	Date

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 06/28/22

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

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

PRODUCER	CONTACT NAME: Christine Wright
BURKHARDT INSURANCE SERVICES, INC 4335 Van Nuys Blvd #266 Sherman Oaks, CA 91403 0548735	PHONE (A/C, No, Ext): (818)501-5455 FAX (A/C, No): (818)501-6886 E-MAIL ADDRESS: christine@burkhardtinsurance.net

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : NonProfits Insurance Alliance	
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

Forever Found, Inc.
1070 Country Club Drive West
Suite F
Simi Valley CA 93065

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [ ] POLICY [ ] PRO-JECT [X] LOC OTHER:	X		2021-48558	09/01/21	09/01/22	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
A	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY	X		2021-48558	09/01/21	09/01/22	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
	[ ] UMBRELLA LIAB [ ] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $						EACH OCCURRENCE	$
							AGGREGATE	$
								$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N [ ] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					[ ] PER STATUTE [ ] OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

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

Certificate Holder is added as Additional Insured as respects the operations of the named insured.

CERTIFICATE HOLDER

Oxnard School District, Pupil Servivces
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

Christine Wright

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #22-115 – Auditory Processing Center of Pasadena (DeGenna/Jefferson)

Dr. Beatrice Braun, Educational Audiologist from Auditory Processing Center of Pasadena will provide (central) auditory processing evaluations and training on CAPDOTS, including retest and IEP reporting, for the Special Education Services Department during the 2022-2023 academic year.

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $5,000.00 (per attached proposal/rate sheets) - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-115 with Auditory Processing Center of Pasadena.

ADDITIONAL MATERIALS:

Attached: Agreement #22-115, Auditory Processing Center of Pasadena (13 Pages)
Proposals/Rate Sheets (2 Pages)
Certificate of Insurance (1 Page)

OXNARD SCHOOL DISTRICT

Agreement #22-115

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Auditory Processing Center of Pasadena ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 25, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Five Thousand Dollars ($5,000.00) per attached proposal/rate sheet, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: Auditory Processing Center of Pasadena
28720 Roadside Drive, #335
Agoura Hills, CA 91301
Attention: Dr. Beatrice Braun
Phone: 626.793.8711
Email: apcpasadena@gmail.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**AUDITORY PROCESSING CENTER OF PASADENA:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**21-51**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-115

SERVICES

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

***PER ATTACHED PROPOSAL/RATE SHEETS**

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

***PER ATTACHED PROPOSAL/RATE SHEETS**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**21-51**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-115

COMPENSATION

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

Total compensation shall not exceed Five Thousand Dollars ($5,000.00), per attached proposal/rate sheet, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $5,000.00, per attached proposal/rate sheet, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**21-51**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-115

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, Nurses, Therapists~~	~~$1,000,000~~
~~Architects~~	~~$1,000,000 or $2,000,000~~
~~Physicians and Medical Corporations~~	~~$5,000,000~~

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability~~, and Abuse/Molestation Coverages~~.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and ~~Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**21-51**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-115

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **AUDITORY PROCESSING CENTER OF PASADENA**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

AUDITORY PROCESSING CENTER

(WOODLAND HILLS-PASADENA-SANTA BARBARA)

Bea Braun, Au.D., F-AAA
Educational Audiologist

226 E. Canon Perdido St., Suite K
Santa Barbara, CA 93101
(626)793-8711

28720 Roadside Dr., Suite 335
Agoura Hills, CA 91301
www.auditoryprocessingctr.com

4-21-22

The following are my rates for a (central) auditory processing evaluation which includes a records review of both school-based and private assessments:

$2500.00 per evaluation – includes an audiological evaluation, central auditory processing evaluation, and report. I do not provide a classroom observation.

IEP Attendance – attend via phone/online $300 flat fee for any part of the first hour. If I'm required to block off a certain amount of time for the IEP, then the charge is $300 per hour for the amount of time blocked (e.g., if the IEP is from 1:00-3:00, but ends at 2:45 the charge is $600). If the IEP runs over the allotted time, the fee is $300 for any part of the next hour. I require a 12-hour cancellation notice for an IEP or there will be the minimum charge of $300.

All testing is completed in my office. I do not provide transportation. The parent brings the child to my office and they remain in the office space the entire time. I do not provide translation in other languages.

TAX ID# 20-5906695

Bea Braun

Bea Braun, Au.D., F-AAA, AU-1469
Educational Audiologist
AU-1469

AUDITORY PROCESSING CENTER

(WOODLAND HILLS-PASADENA-SANTA BARBARA)

Bea Braun, Au.D., F-AAA
Educational Audiologist

226 E. Canon Perdido St., Suite K
Santa Barbara, CA 93101
(626)793-8711

28720 Roadside Dr., Suite 335
Agoura Hills, CA 91301
www.auditoryprocessingctr.com

7-1-22

To Whom It May Concern,

The following are the rates/options for the CAPDOTS auditory training program:

$795.00 – includes me purchasing the program, setting up the program online, providing an in-service over the phone with the professional who will be administering the program (or the parent), monitoring as needed, and being available for questions via email or phone for the duration of the program.

$1000 – retest after completion of the program in the areas of demonstrated difficulty. Includes a report.

If the district opts to purchase the program directly (your speech-language pathologist will have to go through a 1½ hour training with CAPDOTS), you can purchase the program directly through CAPDOTS for $195 and do the training and monitoring yourself. I then charge $1000 for the retest and report.

If I am needed for IEP attendance after the retest, I attend via phone/online for the following: $300 flat fee for any part of the first hour. If I'm required to block off a certain amount of time for the IEP, then the charge is $300 per hour for the amount of time blocked (e.g., if the IEP is from 1:00-3:00, but ends at 2:45 the charge is $600). If the IEP runs over the allotted time, the fee is $300 for any part of the next hour. I require a 12-hour cancellation notice for an IEP or there will be the minimum charge of $300.

All testing is completed in my office. I do not provide transportation. The parent brings the child to my office and they remain in the office space the entire time. I do not provide translation in other languages.

TAX ID# 20-5906695

Bea Braun

Bea Braun, Au.D., F-AAA, AU-1469
Educational Audiologist

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 05/18/2022

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

William Scanlan(303023K)
2108 E Ponderosa Dr

Camarillo CA 93010-4628

CONTACT NAME: William Scanlan

PHONE (A/C, NO, EXT): 805-484-1070 **FAX (A/C, NO):** 805-500-7021

E-MAIL ADDRESS: wscanlan@farmersagent.com

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A:	Truck Insurance Exchange	21709
INSURER B:	Farmers Insurance Exchange	21652
INSURER C:	Mid Century Insurance Company	21687
INSURER D:		
INSURER E:		
INSURER F:		

INSURED

BRAUN, BEA
28720 ROADSIDE DR
SUITE 335
AGOURA HILLS CA 91301

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

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAME 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	ADDTL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR [ ] [ ] GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PROJECT [ ] LOC OTHER:	Y	N	606616111	02/21/2022	02/21/2023	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea Occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 250,000 $ 5,000 $ 1,000,000 $ 2,000,000 $ 1,000,000 $
	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY [ ] [ ]		N				COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $ $
	[ ] UMBRELLA LIAB [ ] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $						EACH OCCURRENCE AGGREGATE	$ $ $
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/ EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** Y/N [ ] If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					[ ] PER STATUTE [ ] OTHER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $ $

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

CERTIFICATE HOLDER

SAN BERNARDINO COUNTY SUPER -INTENDENT
760 E BRIER DR

SAN BERNARDINO CA 92408

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #22-116 – Professional Tutors of America Inc. (DeGenna/Jefferson)

Professional Tutors of America Inc. will provide a range of services for the Special Education Department during the 2022-2023 school year. Services may include:

- Behavior Intervention
- Counseling & Guidance
- Language Speech Development & Remediation
- Occupational Therapy
- Vocational Education & Career Development
- Comp. Education – Academic Tutoring
- Vision Services
- Academic Achievement Test

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $150,000.00 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-116 with Professional Tutors of America Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #22-116, Professional Tutors of America Inc. (13 Pages)
Rate Sheet (1 Page)
Certificate of Insurance (6 Pages)

OXNARD SCHOOL DISTRICT

Agreement #22-116

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Professional Tutors of America Inc. ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 25, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed One Hundred Fifty Thousand Dollars ($150,000.00) per attached Rate Sheet, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: 805.385.1501, x2175
Fax: 805.385.1509

To Consultant: Professional Tutors of America Inc.
Attn: Robert Gordon
3350 E. Birch Street, Suite 108
Brea, CA 92821
Phone: 714.784.3432
Fax: 714.671.1887
Email: rgordon@professionaltutors.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**PROFESSIONAL TUTORS OF AMERICA INC.:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-116**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-116

SERVICES

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

***PER ATTACHED RATE SHEET**

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

***PER ATTACHED RATE SHEET**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-116**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-116

COMPENSATION

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

Total compensation shall not exceed One Hundred Fifty Thousand Dollars ($150,000.00), per attached Rate Sheet, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $150,000.00, per attached Rate Sheet, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-116**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-116

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, Nurses, Therapists~~	~~$1,000,000~~
~~Architects~~	~~$1,000,000 or $2,000,000~~
~~Physicians and Medical Corporations~~	~~$5,000,000~~

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and ~~Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-116**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-116

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **PROFESSIONAL TUTORS OF AMERICA INC.**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

PROFESSIONAL TUTORS OF AMERICA INC.
-Consultants in Education -

Non Public Agency / Special Education and Related Services

Rate Sheet 2022-23
*Rates/per hour

(1)	Academic Instruction - Sped. Credential/General Ed Cred.	$90.
(2)	Behavior Intervention	
	Behavior Intervention Design Planning	$135.
	Behavior Intervention Implementation	$135.
(3)	Counseling & Guidance	
	Educational Counseling	$135.
	Parent Counseling & Training	$135.
	Educationally Related Mental Health Services	$135.
	Educationally Related Intensive Counseling Services	$135.
(4)	Language Speech Development & Remediation	$135.
	Assessment/Evaluation, including IEP attendance	$135.
(5)	Occupational Therapy	$135.
	Assessment/Evaluation, including IEP attendance	$135.
(6)	Vocational Education & Career Development, Transition	$100.

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 06/28/2022

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
Colony West Financial Insurance Services, Inc.
License # 0C42420
17875 Von Karman Ave, STE 150
Irvine CA 92614

CONTACT NAME: Certificates Dept
PHONE (A/C, No, Ext): (714) 542-4870 FAX (A/C, No): (714) 542-4871
E-MAIL ADDRESS: certificates@colony-west.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Philadelphia Insurance Company	18058
INSURER B : Technology Insurance Company	42376
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Professional Tutors of America, Inc.
3350 E Birch, Suite 201
Brea CA 92821

COVERAGES **CERTIFICATE NUMBER:** 22-23 Master Cert **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	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:	Y	Y	PHPK2432247	07/01/2022	07/01/2023	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 300,000
							MED EXP (Any one person)	$ 15,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 3,000,000
							PRODUCTS - COMP/OP AGG	$ 1,000,000
							Abuse & Molestation -	$ 2,000,000
A	AUTOMOBILE LIABILITY [X] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY	Y	Y	PHPK2432247	07/01/2022	07/01/2023	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
							Underinsured motorist	$ 1,000,000
A	[X] UMBRELLA LIAB [X] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [X] RETENTION $ 10,000			PHUB821069	07/01/2022	07/01/2023	EACH OCCURRENCE	$ 4,000,000
							AGGREGATE	$ 4,000,000
								$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: Y If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	Y	TWC4135366	07/01/2022	07/01/2023	[X] PER STATUTE [ ] OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Professional Liability Crime/ Employee Dishonesty			PHPK2432247	07/01/2022	07/01/2023	Occurance Limit	$1,000,000
							Deductible	$5,000
							Aggregate	$2,000,000

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

Professional Liability Coverage is $5,000,000 per Occurrence Limit combined with the Excess Liability Policy. Abuse & Molestation Aggregate $2,000,000; Occurrence $1,000,000.
Oxnard School District, is included as Additional Insured as respects to the General Liability and Automobile Liability policy limits per endorsements PI-GL-005 and PI-CA 0449 attached to the policy. Coverage applies Primary & Non-Contributory per PI-GL 005 and PI-CA 2048 attached to the policy. A waiver of subrogation also applies per endorsements PI-CG 2404 and PI-CA 0444 attached to the policy.

CERTIFICATE HOLDER
Oxnard School District
1051 South "A" Street
Oxnard CA 93030

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

AUTHORIZED REPRESENTATIVE

© 1988-2015 ACORD CORPORATION. All rights reserved.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED
PRIMARY AND NON-CONTRIBUTORY INSURANCE

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name of Person or Organization (Additional Insured):
Any person or organization if required by a contract or agreement, but the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

Oxnard School District as required by written contract

SECTION II – WHO IS AN INSURED is amended to include as an additional insured the person(s) or organization(s) shown in the endorsement Schedule, but only with respect to liability for "bodily injury," "property damage" or "personal and advertising injury" arising out of or relating to your negligence in the performance of "your work" for such person(s) or organization(s) that occurs on or after the effective date shown in the endorsement Schedule.

This insurance is primary to and non-contributory with any other insurance maintained by the person or organization (Additional Insured), except for loss resulting from the sole negligence of that person or organization.

This condition applies even if other valid and collectible insurance is available to the Additional Insured for a loss or "occurrence" we cover for this Additional Insured.

The Additional Insured's limits of insurance do not increase our limits of insurance, as described in **SECTION III – LIMITS OF INSURANCE**.

All other terms, conditions, and exclusions under the policy are applicable to this endorsement and remain unchanged.

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WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE PART

SCHEDULE

Name Of Person Or Organization:
Oxnard School District as required by written contract
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

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

We waive any right of recovery we may have against the person or organization shown in the Schedule above 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". This waiver applies only to the person or organization shown in the Schedule above.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

DESIGNATED INSURED FOR COVERED AUTOS LIABILITY COVERAGE

This endorsement modifies insurance provided under the following:

AUTO DEALERS COVERAGE FORM
BUSINESS AUTO COVERAGE FORM
MOTOR CARRIER COVERAGE FORM

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

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

This endorsement changes the policy effective on the inception date of the policy unless another date is indicated below.

Named Insured: Professional Tutors of America, Inc.

SCHEDULE

Name Of Person(s) Or Organization(s): Oxnard School District as required by written contract
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

Each person or organization shown in the Schedule is an "insured" for Covered Autos Liability Coverage, but only to the extent that person or organization qualifies as an "insured" under the Who Is An Insured provision contained in Paragraph **A.1.** of Section **II** – Covered Autos Liability Coverage in the Business Auto and Motor Carrier Coverage Forms and Paragraph **D.2.** of Section **I** – Covered Autos Coverages of the Auto Dealers Coverage Form.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US (WAIVER OF SUBROGATION)

This endorsement modifies insurance provided under the following:

AUTO DEALERS COVERAGE FORM
BUSINESS AUTO COVERAGE FORM
MOTOR CARRIER COVERAGE FORM

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

This endorsement changes the policy effective on the inception date of the policy unless another date is indicated below.

Named Insured:	Professional Tutors of America, Inc.

SCHEDULE

Name(s) Of Person(s) Or Organization(s): Oxnard School District as required by written contract
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

The **Transfer Of Rights Of Recovery Against Others To Us** condition does not apply to the person(s) or organization(s) shown in the Schedule, but only to the extent that subrogation is waived prior to the "accident" or the "loss" under a contract with that person or organization.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

PRIMARY AND NONCONTRIBUTORY – OTHER INSURANCE CONDITION

This endorsement modifies insurance provided under the following:

AUTO DEALERS COVERAGE FORM
BUSINESS AUTO COVERAGE FORM
MOTOR CARRIER COVERAGE FORM

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

A. The following is added to the **Other Insurance** Condition in the Business Auto Coverage Form and the **Other Insurance – Primary And Excess Insurance Provisions** in the Motor Carrier Coverage Form and supersedes any provision to the contrary:

This Coverage Form's Covered Autos Liability Coverage is primary to and will not seek contribution from any other insurance available to an "insured" under your policy provided that:

1. Such "insured" is a Named Insured under such other insurance; and

2. You have agreed in writing in a contract or agreement that this insurance would be primary and would not seek contribution from any other insurance available to such "insured".

B. The following is added to the **Other Insurance** Condition in the Auto Dealers Coverage Form and supersedes any provision to the contrary:

This Coverage Form's Covered Autos Liability Coverage and General Liability Coverages are primary to and will not seek contribution from any other insurance available to an "insured" under your policy provided that:

1. Such "insured" is a Named Insured under such other insurance; and

2. You have agreed in writing in a contract or agreement that this insurance would be primary and would not seek contribution from any other insurance available to such "insured".

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #22-117 – Tawanda L. Pullen, Ph.D. (DeGenna/Jefferson)

Tawanda L. Pullen, Ph.D. will provide Independent Education Evaluator Services for the Special Education Department during the 2022-2023 academic year to provide psychological assessments including complete clinical review, face to face testing, review of teachers and parents rating scales, test scoring, records review, a comprehensive written psychological report, and IEP attendance (telephone conference).

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
$6,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-117 with Tawanda L. Pullen, Ph.D.

ADDITIONAL MATERIALS:

Attached: Agreement #22-117, Tawanda L. Pullen, Ph.D. (13 Pages)
Proposal/Fees (1 Page)

OXNARD SCHOOL DISTRICT

Agreement #22-17

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Tawanda L. Pullen, Ph.D. ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 25, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Six Thousand Dollars ($6,000.00), per the attached proposal, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: Tawanda L. Pullen, Ph.D.
1200 Valley View Road, #102
Glendale, CA 91202
Phone: (877) 428.8478
Fax:
Email: tpullen3@aol.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**TAWANDA L. PULLEN, PH.D.:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-117**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-117

SERVICES

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

***PER ATTACHED PROPOSAL/FEES**

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

***PER ATTACHED PROPOSAL/FEES**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-117**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-117

COMPENSATION

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

Total compensation shall not exceed Six Thousand Dollars ($6,000.00), per the attached Proposal, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $6,000.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-117**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-117

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.

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 except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and

Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-117**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-117

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **TAWANDA L. PULLEN, PH.D.**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

7/14/22

IEE Assessment Proposal:

$4,500 for a Full Psycho-Educational Evaluation, includes cognitive and psychological processing (auditory, visual processing, psychomotor/fine motor, (*cognitive is omitted if student is African American), academic achievement assessment, general social emotional/ adaptive behavior assessment), includes two observations (structured and unstructured observations in the school setting); includes participation in IEP meeting via phone conference for 30 minutes.

$500 Per Additional Assessment Area: Autism, Extensive Social Emotional Assessment for ADHD, Anxiety, etc. (for OHI), or Emotional Disturbance Evaluation

Please let me know if you have any questions!

Respectfully Submitted,

Tawanda L. Pullen, Ph.D., Licensed Educational Psychologist #3709

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #22-118 with Dr. Felicia J. Lew, OD (DeGenna/Jefferson)

Dr. Felicia J. Lew, OD will provide Independent Education Evaluator Services to the Special Education Department during the 2022-2023 academic year to complete evaluations and optometry support services.

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
$20,000.00 (per attached rate sheet) – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-118 with Dr. Felicia J. Lew, OD.

ADDITIONAL MATERIALS:

Attached: Agreement #22-118, Dr. Felicia J. Lew, OD (13 Pages)
Rate Sheet (1 Page)
Certificate of Insurance (2 Pages)

OXNARD SCHOOL DISTRICT

Agreement #22-118

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Dr. Felicia J. Lew, OD ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 25, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Twenty Thousand Dollars ($20,000.00), per hourly fees as listed, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Edwards
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: Dr. Felicia J. Lew, OD
1921 State St., Suite A
Santa Barbara, CA 93101
Phone: (805) 484.0577
Fax:
Email: flewod@neurovisiontraining.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**DR. FELICIA J. LEW, OD:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-118**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-118

SERVICES

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

***PER ATTACHED PROPOSAL/RATE SHEET**

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

***PER ATTACHED PROPOSAL/RATE SHEET**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-118**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-118

COMPENSATION

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

Total compensation shall not exceed Twenty Thousand Dollars ($20,000.00), per hourly fees as listed, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $20,000.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-118**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-118

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.

(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:

Accountants, Attorneys, Education Consultants, Nurses, Therapists	$1,000,000
Architects	$1,000,000 or $2,000,000
Physicians and Medical Corporations	$5,000,000

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-118**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-118

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **DR. FELICIA J. LEW, OD**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

RATE SHEET FOR FELICIA J LEW, OD – DEVELOPMENTAL OPTOMETRIST

COMPREHENSIVE EYE EXAM: including pupil dilation/cycloplegia which may be required to determine if glasses are needed and to examine the eye structures. Comprehensive eye exams can be completed at Dr. Lew's office for $150. The office does not accept insurance.

Dr. Lew also offers eye exams at Ventura Ophthalmology Medical Group (VOMG). This may be covered by the student's medical or vision insurance. Please call the VOMG office at (805)648-6891 to inquire regarding rates based on whether the student has insurance coverage the practice accepts.

ADDITIONAL MEDICAL OPHTHALMOLOGICAL TESTING: Some additional tests - which can be covered by medical insurance - may be required such as sensorimotor exam, visual field testing, visual evoked potentials and digital photographs. These medical procedures and tests require a medical diagnosis for insurance coverage.

EYEGLASSES: My practice does not sell eyeglasses. A prescription for glasses, if determined appropriate, will be furnished and students can purchase and fabricate eyeglasses at an optical of their choosing. Occasionally, I will change glasses prescriptions during the course of therapy as visual abilities improve.

VISUAL FUNCTION TESTING: includes measuring eye alignment, eye tracking, checking binocularity, peripheral vision, and visual-vestibular testing. Fee: $60 per 15 minutes. This testing typically takes 60-75 minutes. Includes written report.

DEVELOPMENTAL VISION TESTING: includes Developmental Eye Movement test, visual perception tests, visual-auditory integration, Dyslexia Screener, directionality and Reversals Frequency Test. Fee: $60 per 15 minutes. This testing portion typically takes 60-90 minutes. Includes written report.

SCHOOL/IEP MEETING ATTENDANCE: $60 per 15-minute increments.

EQUIPMENT FEE: $50 non-refundable for non-returnable vision therapy home aids.

EQUIPMENT RENTAL: $150 will be refunded if rented equipment returns in good reusable condition.

VISION THERAPY: $60 per 15 minutes, billed in 15 minute increments. Vision therapy sessions are typically 30-45 minutes.

PROGRESS CHECKS: can be partially billed to insurance, if applicable. $60 per 15 minutes if paid in cash. Progress checks are usually performed after 10-12 visits and take 15-30 minutes.

All in-office testing and vision therapy is one-on-one, face-to-face with Dr. Lew. Telehealth visits are possible for some activities by request and fees are the same.

Please contact Dr. Lew at (805)765-4892 with any questions and/or concerns. Thank you.

Felicia Lew, OD, Optometric Corporation
3160 Telegraph Rd, Suite 206
Ventura, CA 93003
E-mail: FLEWOD@neurovisiontraining.com

06/01/2022

THE HARTFORD
BUSINESS SERVICE CENTER
3600 WISEMAN BLVD
SAN ANTONIO TX 78251

July 12, 2022

Oxnard School District
Department of Special Education
1051 S A ST
OXNARD CA 93030

Account Information:

Policy Holder Details :	**Felicia J. Lew, OD, Optometric Corporation**

Contact Us

Need Help?

Start a live chat online or call us at (866) 467-8730.

We're here weekdays from 8:00 AM to 8:00 PM ET.

Enclosed please find a Certificate Of Insurance for the above referenced Policyholder. Please contact us if you have any questions or concerns.

Sincerely,

Your Hartford Service Team

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 07/12/2022

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 be endorsed. If SUBROGATIONIS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
TOLMAN & WIKER INS SERVICES LLC
72250231
PO BOX 1388
VENTURA CA 93002

CONTACT NAME:

PHONE (A/C, No, Ext): (805) 585-6100 **FAX (A/C, No):**

E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC#
INSURER A : Sentinel Insurance Company Ltd.	11000
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
FELICIA J. LEW, OD, OPTOMETRIC CORPORATION
1921 STATE ST STE A
SANTA BARBARA CA 93101

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/Y YYY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY CLAIMS-MADE [ ] OCCUR [X] [X] General Liability GEN'L AGGREGATE LIMIT APPLIES PER: POLICY [ ] PRO-JECT [ ] LOC [X] OTHER:	X		72 SBA BC5407	06/06/2022	06/06/2023	EACH OCCURRENCE	$2,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$1,000,000
							MED EXP (Any one person)	$10,000
							PERSONAL & ADV INJURY	$2,000,000
							GENERAL AGGREGATE	$4,000,000
							PRODUCTS - COMP/OP AGG	$4,000,000
A	**AUTOMOBILE LIABILITY** [ ] ANY AUTO [ ] ALL OWNED AUTOS [ ] SCHEDULED AUTOS [X] HIRED AUTOS [X] NON-OWNED AUTOS			72 SBA BC5407	06/06/2022	06/06/2023	COMBINED SINGLE LIMIT (Ea accident)	$2,000,000
							BODILY INJURY (Per person)	
							BODILY INJURY (Per accident)	
							PROPERTY DAMAGE (Per accident)	
	UMBRELLA LIAB [ ] OCCUR **EXCESS LIAB** [ ] CLAIMS-MADE DED [ ] RETENTION $						EACH OCCURRENCE	
							AGGREGATE	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N [ ] **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N/ A					[ ] PER STATUTE [ ] OTH-ER	
							E.L. EACH ACCIDENT	
							E.L. DISEASE -EA EMPLOYEE	
							E.L. DISEASE - POLICY LIMIT	
A	DATA BREACH - DEFENSE & LIAB COVG			72 SBA BC5407	06/06/2022	06/06/2023	Limit	$100,000

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

Those usual to the Insured's Operations. Certificate holder is an additional insured per the Business Liability Coverage Form SS0008 attached to this policy.

CERTIFICATE HOLDER
Oxnard School District
Department of Special Education
1051 S A ST
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
Susan L. Castaneda

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Academic Agreement

Approval of Agreement #22-126 – 3E Consulting Group (DeGenna/Cordes)

3E Consulting Group will provide learning sessions to develop the Principal, Assistant Principal, and Instructional Leadership Team's knowledge/skill capacity in the Professional Learning Communities school improvement model.

Building knowledge and skill capacity would mean that participants will build an application level of understanding regarding the purpose and practices of Professional Learning Communities (PLC), while integrating core concepts into critical aspects of their work such as lesson design, professional development, and observation/feedback cycle. This would include identifying instructional strength/opportunities for collective growth and developing clear and concrete expectations with supporting systems and structures.

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $23,500.00 – Title III

RECOMMENDATION:
It is the recommendation of the Principal, Lemonwood School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-126 with 3E Consulting Group.

ADDITIONAL MATERIALS:

Attached: Agreement #22-126, 3E Consulting Group (13 Pages)
Proposal (2 Pages)
Certificate of Insurance (1 Page)

OXNARD SCHOOL DISTRICT

Agreement #22-126

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and 3E Consulting Group ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 25, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Twenty-Three Thousand Five Hundred Dollars ($23,500.00), unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Lemonwood School
2001 San Mateo Place
Oxnard, California, 93033
Attention: Allison Cordes
Phone: 805.385.1551
Fax: 805.385.1552

To Consultant: 3E Consulting Group
4600 Andrews Hwy., #D201
Midland, TX 79703
Attention: Daryton A. Ramsey
Phone: 915.526.6437
Email: daramse@gmail.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**3E CONSULTING GROUP:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-126**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-126

SERVICES

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

***PER ATTACHED PROPOSAL**

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

***PER ATTACHED PROPOSAL**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-126**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-126

COMPENSATION

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

Total compensation shall not exceed Twenty-Three Thousand Five Hundred Dollars ($23,500.00), unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $23,500.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-126**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-126

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, Nurses, Therapists~~	~~$1,000,000~~
~~Architects~~	~~$1,000,000 or $2,000,000~~
~~Physicians and Medical Corporations~~	~~$5,000,000~~

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability~~, and Abuse/Molestation Coverages~~.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and ~~Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-126**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-126

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **3E CONSULTING GROUP**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

3E Consulting Group

Execute. Equity. Excellence.

Oxnard School District- Lemonwood

This is a 1 year proposal to design and deliver customized professional learning support which includes ongoing design, implementation and evaluation support of Professional Learning Communities for school level Instructional Leadership Teams (ILT). The learning design emphasizes a targeted knowledge and skill development with a focus on implementation, reflection and improvement cycles. The proposal is predicated on providing knowledge/skill building with ongoing classroom observations, and virtual coaching for the principal, assistant principal and the Instructional Leadership Team (ILT).

The goal of the learning sessions would be to develop the principal, assistant principal and Instructional Leadership Team's knowledge/skill capacity in the Professional Learning Communities school improvement model. Building knowledge and skill capacity would mean that participants will build an application level of understanding regarding the purpose and practices of Professional Learning Communities (PLC) while integrating core concepts into critical aspects of their work such as lesson design, professional development and observation/feedback cycles. This would include identifying instructional strengths/opportunities for collective growth and developing clear and concrete expectations with supporting systems and structures.

As a second year outcome, the Instructional Leadership Team will lead/co-lead school-wide improvement efforts at their grade/department level guided by the 4 Critical Questions and focused on the following:

- ★ Q1- What knowledge, skill and dispositions should every student acquire as a result of a unit, lesson, course or grade level?
    - Prioritizing Essential Standards (knowledge and skills)
    - Identifying Learning Targets
- ★ **PRIORITY** Q2- How will we know when each student has acquired the essential knowledge and skills?
    - **Creating Common Formative Assessments**
    - Building Data Literacy - Analyzing Assessment Data
- ★ Q3-How will we respond when students do not learn?
    - Analyzing instructional strategies/Reviewing Assessments
    - Planning Classroom Interventions/Utilizing a System of Support
- ★ Q4-How will we extend learning for students who are proficient?
    - Planning aligned enrichment activities

All professional learning would include the assistant principal and ILT members in refresher PLC system/structure development and ongoing PLC refresher sessions designed to be implemented using an iterative PDSA improvement model beginning in August 2022.

This will require..

- **AUG 2022- 1 PLC Professional Learning Day (Focused on Common Formative Assessments)**
  - **($4K + $2500 travel) = $6500**
- **2 Days-PLC System and Strategy Sessions ($4K/per + $2500 travel/per)= $13K**
    - Accountability & Support Classroom Observations
    - SIP Day (OCT 2022)
    - Resource Development (as needed)
- **Strategic Coaching & Accountability ($800/per x 5) = $4K**
  - Five 2 hour monthly virtual/face-to-face sessions (principal/asst principal)
  - Focused on designing, implementing and evaluating
    - Observation & Feedback Cycles
    - 3 Week Cycle Design & Development
- Sessions to be scheduled and invoiced as per schedule
  - Sessions scheduled but not completed will be invoiced at total session investment
  - Sessions must be canceled and rescheduled with 72 hour notice

- NOTE: All services are subject to change with

Total Cost = $23, 500

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 09/14/2021

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		
Hiscox Inc. 5 Concourse Parkway Suite 2150 Atlanta GA, 30328	CONTACT NAME:	
	PHONE (A/C, No, Ext): (888) 202-3007	FAX (A/C, No):
	E-MAIL ADDRESS: contact@hiscox.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Hiscox Insurance Company Inc	10200
INSURED Daryton Ramsey 4600 Andrews Hwy Apt D201 MIDLAND TX 79703	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE / OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					PER STATUTE / OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Professional Liability			UDC-4957398-EO-21	09/15/2021	09/15/2022	Each Claim: Aggregate:	$ 1,000,000 $ 1,000,000

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

CERTIFICATE HOLDER

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #22-128 – Dr. Olvera Psychology, Professional Corporation (DeGenna/Jefferson)

Dr. Pedro Olvera will provide psychological and educational consulting services for the Special Education Department during the 2022-2023 academic year.

Term of Agreement: August 25, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $24,000.00 ($5,500.00 per student referral) - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-128 with Dr. Olvera Psychology, Professional Corporation.

ADDITIONAL MATERIALS:

Attached: Agreement #22-128, Dr. Olvera Psychology, Professional Corporation (2 Pages)
Rate Sheet (2 Pages)
Certificate of Insurance (1 Page)

Dr. Olvera Psychology, Professional Corporation

Psychoeducational Assessment

DR. PEDRO OLVERA, L.E.P. #2975
Bilingual Clinical Director
714-609-3806 (Phone)
Email: dr.pedro.olvera@gmail.com
Website: www.drolverapsych.com

ORANGE COUNTY/LOS ANGELES
5211 E. Washington Blvd. Ste. 2-155
Commerce, CA 90040

SAN DIEGO
PO BOX 1003
Spring Valley, CA 91979

Business Agreement
Independent Educational Evaluation
(Psychoeducational)

This Agreement is made on 07/18/2022, by and between Oxnard School District (herein "School") and Dr. Olvera Psychology, Professional Corporation (Corporation). The Corporation is willing to conduct an Independent Educational Evaluation (Psychoeducational) for School**.** In consideration of the mutual terms, conditions, and covenants from now on set forth, the School and Corporation agree as follows:

1. The School hereby contracts with Dr. Olvera Psychology, Professional Corporation, and the Corporation hereby accepts the offer.

2. The term of this Agreement shall commence on 08/25/2022 and ends on 06/30/2023. After the first thirty (30) days of the term, either party may, without cause, terminate this Agreement by giving one or the other 30 days' written notice.

3. The School shall pay Dr. Olvera Psychology, Professional Corporation, and shall accept as compensation for all services to be provided pursuant to this Agreement, the sum of **$5,500.00** for a IEE (psychoeducational assessment), which shall include testing materials, observations, written report in English, and IEP time (Zoom). The assessment shall occur in person; however, if for any reason the parent has any reservations or health concerns that may put our or the student at a health risk, the assessment may occur virtually.

4. The Corporation is responsible for all taxes. The Corporation will provide insurance coverage (Professional, General, and Sexual Misconduct). The Corporation will cover all travel and related expenses.

5. If the Corporation becomes unable to perform services pursuant to this Agreement due to illness, incapacity, or death, the agreement shall cease upon the happening of the event.

6. Neither party may assign this Agreement without the express written consent of the other party.

7. The Corporation and nothing contained in this Agreement shall be deemed or interpreted to constitute the Independent Corporation as a partner, agent, or employee of the School, nor shall either party have any authority to bind the other.

8. It is agreed between the parties that there are no other agreements or understandings between them relating to the subject matter. This Agreement supersedes all prior agreements, oral or written, between the parties and is intended as a complete and exclusive statement of the agreement between the parties. No change or modification of this Agreement shall be valid unless the same be in writing and signed by the parties.

9. All notices required or permitted to be given hereunder shall be in writing and may be delivered personally or by Certified Mail - Return Receipt Requested, postage prepaid, addressed to the party's last known address.

10. This Agreement shall be construed in accordance with and governed by the laws of the State of California.

11. The Corporation may contract for services to school psychologists licensed by the State of California, have the required liabilities, and have proper clearances to work with students in K-12.

INTENDING TO BE LEGALLY BOUND, the parties hereto have caused this Agreement to be executed as of the date first above written.

BY_____(Name). Date:_____

Title **Lisa A. Franz, Director, Purchasing**

BY _____ Date: 07/18/2022

Dr. Pedro Olvera - Representing Dr. Olvera Psychology, Professional Corporation

Dr. Pedro Olvera, LEP#2975
dr.pedro.olvera@gmail.com
www.drolverapsych.com
714-609-3806

Type of Assessment (IEE)	Components	Cost
SLD/Dyslexia	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,000 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00 ✔ Bilingual ($500.00)	Total = $5,500.00 (CAP)
ADHD	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,000 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Parent/Teacher Surveys- $500.00 (Questionnaires) o Social Emotional/Behavioral o Executive Functioning/ADHD ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00 ✔ Bilingual ($500.00)	Total = $5,500.00 (CAP)
Emotional Disturbance (ED)	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,000 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Parent/Teacher Surveys- $500.00 (Questionnaires) o Social Emotional/Behavioral (Personality) o Executive Functioning o Clinical Interview ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00 ✔ Bilingual ($500.00)	Total = $5,500.00 (CAP)

Dr. Pedro Olvera, LEP#2975
dr.pedro.olvera@gmail.com
www.drolverapsych.com
714-609-3806

Autism	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,000 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Parent/Teacher Surveys- $500.00 (Questionnaires) o Autism Scale o Executive Functioning o Clinical Interview o ADOS ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00 ✔ Bilingual ($500.00)	Total = $5,500.00 (CAP)
Intellectual Disability	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,000 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Adaptive Behavior= $400.00 ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00 ✔ Bilingual ($500.00)	Total = $5,500.00 (CAP) Cost will vary on the students' ability to complete tasks.
ERMHS	✔ Parent/Teacher Surveys- $1900.00 o Social Emotional (Broad) o Social Emotional (Narrow) o Executive Functioning o Clinical Interview ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00 ✔ Bilingual ($500.00)	Total = $2,500.00 (CAP) Bilingual = $2,500.00 (CAP)
Transition Assessment	✔ Parent Interview ✔ Record Reviews ✔ Classroom observation ✔ Teacher Interview ✔ Report Writing & IEP time	Total = $2000.00
Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)	✔ Parent Interview ✔ Record Reviews ✔ Classroom observation ✔ Teacher Interview ✔ Report Writing & IEP time	Total= $2000.00

**Other fees may apply given travel, urgency, and uniqueness of each case.*

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 07/15/2022

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

SPRINGBOK INSURANCE SERVICES, INC
1144 13th Street, 102-439

Imperial Beach CA 91932

CONTACT NAME: SEAN MYERS
PHONE (A/C, No, Ext): (619) 240-7164 **FAX (A/C, No):** (619) 240-7169
E-MAIL ADDRESS: sean@springbokinsurance.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : EVANSTON INSURANCE COMPAY	
INSURER B : UNDERWITTERS AT LLOYDS LONDON	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

DR PEDRO OLVERA
PO BOX 1003

Spring Valley, CA 91979

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:	Y	Y	EX01-000493-01	10/22/2021	10/22/2022	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ Excluded
								$
	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)	$
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
	[ ] UMBRELLA LIAB [ ] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $						EACH OCCURRENCE	$
							AGGREGATE	$
								$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N [ ] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					[ ] PER STATUTE [ ] OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
B	Errors and Omissions			MEO2351056.21	08/29/2021	08/29/2022	Aggregate Limit Sexual Abuse Limit	3,000,000 1,000,000

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

The certificate holder is named as an additional insured.

Oxnard USD and its members, officers, employees, agents, and volunteers

CERTIFICATE HOLDER

Oxnard Unified School District
1051 South A. Street

Oxnard CA 93030

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Enrichment Agreement

Approval of Agreement #22-131 – Mindset Academy by SWEAT III (DeGenna/Anguiano)

Mindset Academy by SWEAT III will provide training on student mindset development, student engagement, and student emotional intelligence to staff, students, and parents through assemblies and workshops. The goal of this training is to help student development in social emotional, student voice and character development, as well as improve school culture and climate. Training will include one (1) kickoff assembly and eight (8) workshops for students, 3 sessions with staff, and 3 parent sessions.

Term of Agreement: August 25, 2022 through December 31, 2022

FISCAL IMPACT:
Not to exceed $42,000.00 – Supplemental Concentration - $38,000.00
Title III - $4,000.00

RECOMMENDATION:
It is the recommendation of the Principal, Chavez School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #22-131 with Mindset Academy by SWEAT III.

ADDITIONAL MATERIALS:
Attached: Agreement #22-131, Mindset Academy by SWEAT III (1 Page)
Certificate of Insurance (1 Page)

OSD AGREEMENT #22-131

Memorandum of Understanding Between MINDSET ACADEMY by SWEAT III and Cesar E. Chavez Elementary School

This agreement specifies the expectations of the partnership between Cesar E. Chavez Elementary School and MINDSET ACADEMY by SWEAT III 408 4TH St West Sacramento, CA 95605. The partnership takes effect upon approval through December 2022

Student Assembly/ Mindset Academy Workshops

The focus of these sessions will be mindset development, student engagement and emotional intelligence.

- SEL
- PBIS
- STUDENT VOICE
- CHARACTER DEVELOPMENT

Staff Workshops

- Work Culture
- School Climate
- Team Building

Parent Workshops

- Goal Setting
- SEL, Parent Engagement

Mindset Academy by SWEAT III will provide training and student development through an assembly and workshops

Responsibilities of Contractor:
Mindset Academy by SWEAT III

- Facilitate Training
- Workshop/ Assembly for students
- Provide tools and strategies for staff, parents and students
- 9 days
- Materials and Travel

Responsibilities of Cesar E. Chavez Elementary School

- Secure the amount of $42,000.00
- Will be invoiced in 2 amounts of $21,000.00

  Services will be provided upon approval through December 2022

Signatures:

_____ Date: 6/23/2022

Mindset Academy Program Representative

_____ Date:_____

(Site/School) Representative

Lisa A. Franz, Director, Purchasing

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 06/24/2022

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
BIBERK
P.O. Box 113247
Stamford, CT 06911

CONTACT NAME:
PHONE (A/C, No, Ext): 844-472-0967 FAX (A/C, No): 203-654-3613
E-MAIL ADDRESS: customerservice@biBERK.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Berkshire Hathaway Direct Insurance Company	10391
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
SWEAT III Venegas

408 4th St
West Sacramento, CA 95605

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE / OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						PER STATUTE / OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Professional Liability (Errors & Omissions): Claims-Made			N9PL658658	06/23/2022	06/23/2023	Per Occurrence/ Aggregate	$1,000,000/ $3,000,000

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

CERTIFICATE HOLDER

Oxnard School District
1051 S A St
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

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #2 to Agreement #21-79, STAR of CA, ERA Ed (DeGenna/Jefferson)

At the Board meeting of August 4, 2021, the Board of Trustees ratified Agreement #21-79 with Star of Ca, ERA Ed to provide classroom support as consultant and 1 to 1 behavioral therapist for identified students.

At the Board meeting of June 1, 2022, the Board of Trustees ratified Amendment #1, in the amount of $745,000.00, to add additional services through the end of the fiscal year, for a new total agreement amount of $1,545,000.00.

Amendment #2, in the amount of $630,000.00, is needed to adjust the final total cost through the end of the fiscal year, for a new total agreement amount of $2,175,000.00.

FISCAL IMPACT:
Not to exceed $630,000.00 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational services that the Board of Trustees ratify Amendment #2 to Agreement #21-79 with STAR of CA, ERA Ed.

ADDITIONAL MATERIALS:

Attached: Amendment #2 (1 Page)
Amendment #1 (1 Page)
Agreement #21-79, STAR of CA-ERA Ed (10 Pages)

Amendment #2 to Agreement #21-79 with
STAR of CA/ERA ED
August 24, 2022

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Amendment #2, in the amount of $630,000.00, is needed to adjust the final total cost through the end of the fiscal year, for a new total agreement amount of $2,175,000.00**.**

STAR of CA/ERA ED:

By: _____ Date: _____
Jeremy Hastings, President
Autism & Community

OXNARD SCHOOL DISTRICT:

By: _____ Date: _____
Lisa A. Franz, Director, Purchasing

Amendment #1 to Agreement #21-79 with
STAR of CA/ERA ED
June 1, 2022

At the Board meeting of August 4, 2021, the Board of Trustees ratified Agreement #21-79 with Star of Ca, ERA Ed to provide classroom support as consultant and 1 to 1 behavioral therapist for identified students.

Amendment #1, in the amount of $745,000.00, is needed to add additional services through the end of the fiscal year, for a new total agreement amount of $1,545,000.00.

STAR of CA/ERA ED:

By: _____ Date: 5-17-22
Doug Moes, President

OXNARD SCHOOL DISTRICT:

By: Lisa A. Franz Date: 6-2-2022
Lisa A. Franz, Director, Purchasing

OXNARD SCHOOL DISTRICT

AGREEMENT #21-79 FOR CONSULTANT SERVICES

THIS AGREEMENT, made and entered into this 4th day of **August 2021**, by and between the OXNARD SCHOOL DISTRICT, located at 1051 S A St, Oxnard, CA 93030, hereinafter referred to as "District" and **STAR of CA LLC (dba STAR of CA, and ERA Ed)** located **4880 Market St, Ventura CA 93003**, hereinafter referred to as "Provider/Consultant".

WITNESSETH:

WHEREAS, it is the desire of the Board of Trustees of the Oxnard School District to contract with professionally trained Consultant **provide professional development workshops and consultation support to para-educators and teachers working with students with emotional and behavioral challenges. Professional development workshops and consultation support will focus on building para-educator and teacher capacity for implementing individualized and classroom wide behavioral strategies to help resolve challenging behaviors and teach alternative behaviors that promote student success. STAR OF CA will also provide direct behavioral support to identified students to help stabilize them in their current placement or assist with transitions. In addition, STAR OF CA will collect, analyze, summarize, and disseminate behavioral data among district team members; and collaborate with district team members for purposes of coordination of care.**

WHEREAS, Provider in consideration of the mutual promises of the parties hereto, the District hereby retains the Provider upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, solely upon the following terms and conditions.

NOW THEREFORE, in consideration of the above facts and of the covenants and agreement contained herein, the parties hereto agree as follows:

1. **TERM OF AGREEMENT:** The term of this Agreement shall be for the period commencing

July 1, 2021 and terminating **June 30, 2022**

2. SERVICES: As directed by the District, Provider shall provide the services that are required by the District, including without implied limitation, the following: **provide professional development workshops and consultation support to para-educators and teachers working with students with emotional and behavioral challenges. Professional development workshops and consultation support will focus on building para-educator and teacher capacity for implementing individualized and classroom wide behavioral strategies to help resolve challenging behaviors and teach alternative behaviors that promote student success. STAR OF CA will also provide direct behavioral support to identified students to help stabilize them in their current placement or assist with transitions. In addition, STAR OF CA will collect, analyze, summarize, and disseminate behavioral data among district team members; and collaborate with district team members for purposes of coordination of care.**

The scope of the services provided shall be pursuant to this Agreement and subject to the approval of the District's designee in the District's sole, absolute and subjective discretion. In performing the services specified by the District as set forth herein above, Provider shall determine the methods, details, and means of providing such approved or agreed services. However, upon request, Consultant shall submit a written summary of Provider's methods, details and means of providing such services.

Provider shall provide services at the direction of the District's designee in this matter who is designated as:

Danielle Jefferson	**Director of Special Education Services**
(Name)	(Title)

LOCATION: Provider shall provide the contracted services at the following location:
Oxnard School District School Sites.

However, it is understood and agreed that the time and place said services shall be rendered may be changed from time to time as determined by the District's designee.

3. COMPENSATION: District shall pay Provider a maximum amount of $1,460,000.00 pursuant to this Agreement. Provider shall be compensated at the rate of $55.46 per hour for 1 to 1 behavioral support to students, $107.74 per hour for behavioral consultation and supervision services, $345.00 for 2 hours workshops, and $690.00 for 4 hours workshops. The intensity and duration of services will be delivered as directed and determined by District.

Provider shall not be entitled to any other compensation or benefits from District of any kind or type, including, without implied limitation, benefits, insurance, and/or in-kind services.

Provider shall provide a monthly invoice to the District's designee detailing the service type, time spent, and date(s) of service of the services provided for the preceding month and any other billing breakdown as may be required by the District. Consultant shall, when requested by District, invoice individual projects separately by line item showing the type and quantity of time expended on the specific project(s). Consultant shall account for and invoice hours worked pursuant to this Agreement separately from any other agreement between the parties.

Progress payments shall be made by District at monthly intervals within a reasonable time thereafter, but in no event shall it exceed 60 days from receipt of an invoice from Consultant.

Provider shall assume all ordinary expenses incurred in connection with the performance of this Agreement. Such ordinary expenses shall include, without implied limitation, document reproduction expenses, computer and telephone charges. Services and expenses that are above the ordinary and are required shall not be reimbursable unless previously authorized in writing by District's designee and controlled by a Board approved addendum to this Agreement.

4. INDEPENDENT CONTRACTOR: While performing services hereunder, the District and Consultant acknowledge that Provider is an independent contractor and not an officer, agent or employee of the District. Consequently, Provider shall pay all personal State and federal taxes as an independent contractor and acknowledges that, as an independent contractor, Provider is not covered under California workers' compensation, unemployment insurance or other employment-related laws.

Provider shall at all times remain solely responsible for the services to be provided pursuant to this Agreement, regardless of whether Provider should choose to employ any agent(s), employees(s) or other representative(s) to perform any or all such service; provided however, because of Provider's special expertise and potential contact with students, Provider shall not subcontract, assign or otherwise transfer any portion of the services of this Agreement or any interest therein, without the prior written approval of the District's designee and the Superintendent in the District's sole absolute and subjective discretion. Any such attempts to subcontract, assign or otherwise transfer any portion of the services or this Agreement without the prior written approval of the District shall be void and without effect, and shall permit the District to terminate this Agreement immediately with no further payments due to Provider for work subcontracted, transferred or assigned as of the date of termination or the transfer, subcontracting or assignment whichever first occurred. In the event Provider is given written approval for the use of subcontractors, Provider acknowledges that all subcontractors shall comply with Section 6, Criminal Background Checks, of this Agreement. Any failure of Provider's subcontractors to comply with the terms of Section 6 shall subject Provider to liability pursuant to Section 7, Indemnity, of this Agreement.

Any subcontractor(s) allowed shall be at no additional expense to the District and shall be paid from Provider's own resources and billings. Provider shall pay all wages, salaries, benefits, and other amounts due to Provider's subcontractors, and shall be fully responsible for all reports and obligations respecting Provider's subcontractors.

5. INSURANCE: Provider shall, at Provider's expense, procure and maintain for the duration of this Agreement, general liability, workers' compensation and any other insurance required by applicable law or necessary to protect against claims for injuries to persons or damage to property which may arise from or in connection with the performance of this Agreement by Provider and Provider's subcontractors, agents, or representatives. All commercial general liability or comparable policies maintained by Provider will name the District, and such other persons as may be designated by the District as additional insureds, entitling them to recover under such policies for any loss sustained by them, their agents, board members, and employees as a result of the acts or omissions of Provider. Provider must immediately notify District of any reduction or termination in coverage.

A. LIABILITY INSURANCE: The general liability insurance shall have an 'each' occurrence limit of not less than one million dollars ($1,000,000) or as solely determined by the District by and through the Superintendent or designee.

B. WORKERS' COMPENSATION INSURANCE: The workers' compensation insurance shall insure Provider's obligations and liabilities under the workers' compensation laws of the State of California, including, without implied limitation, employers' liability insurance in the limits required by the laws of California.

6. CRIMINAL BACKGROUND CHECKS: As an independent contractor providing services requested by the District, Provider warrants and represents that, in the performance of this Agreement, neither Provider nor any of Provider's employees, and subcontractors, if approved pursuant to Section 4 of this Agreement, shall have substantial contact with any students. However, in the event that Provider or any of Provider's employees, or subcontractors may have more than limited contact with students as may be determined by the District in its sole, absolute and subjective discretion, Provider and all of Provider's employees, and subcontractors shall comply with all requirements related to fingerprinting as set forth in Education Code section 45125.1, and all District Administrative Regulations relating to the same and Criminal Background Checks, prior to any contact with any students, including without implied limitation, prior to coming onto school grounds.

7. INDEMNITY: The Provider shall defend, with Counsel chosen by District, and shall hold and keep harmless the District and all of its officers, employees, volunteers, attorneys, agents and assigns thereof from all claims, demands, causes of action, costs, expenses, liability, loss, damages or injury, in law or equity that may at any time arise or be set up because of injuries to or death of persons, including wrongful death, or damage to, loss, or theft of property, including District's personnel and property, in any manner arising out of, or in the course of, the performance of this contract or incident to any alleged acts, omissions or willful misconduct of Provider, Providers subcontractors, officers, employees, agents and representatives arising out of or in connection with the performance of services of this Agreement, including without implied limitation, the payment of all consequential damages and attorney's fees and other related costs and expenses. Provider shall defend, with counsel chosen by District, at Provider's own cost, expense and risk, any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against District, its board members, superintendent, employees, volunteers, attorneys, agents and assigns. Provider shall pay and satisfy any judgment, award or decree that may be rendered against District or its board members, superintendent, employees, volunteers, attorneys and agents in any such suit, action or other legal proceeding. Provider shall reimburse District, its board members, superintendent, employees, volunteers, attorneys, agents and assigns for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided. Provider's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by District, its board members, superintendent, employees, volunteers, attorneys, agents and/or assigns.

8. CONFIDENTIALITY: Provider and all personnel designated by Provider to perform under this Agreement shall maintain the confidentiality of all information received in the course of performing this Agreement. This requirement shall extend beyond the effective termination or expiration date of this Agreement. All materials and data prepared by Provider under this Agreement shall become the property of the District during and upon completion of the terms of this Agreement. All materials and data must be submitted to the District within 10 days of demand by the District.

9. CONFLICTS: Provider shall not engage in any activity that conflicts with, or has the appearance of conflicting with, the District. Provider agrees to abide by the District's Conflict of Interest Policy. Notwithstanding any other provision contained herein, the District shall, in the District's sole and complete discretion, have the right to immediately terminate this Agreement in the event it is determined by the Superintendent that a real or apparent conflict of interest exists that cannot be resolved.

10. TERMINATION: Except as otherwise provided in this Agreement, this Agreement may be terminated for any reason by giving 30 days' written notice to the other party.

11. LICENSING: Provider shall, during the term of this Agreement, obtain and maintain all licenses, certificates, permits and approvals of whatever nature that are legally required to provide the services required pursuant to this Agreement.

12. COMPLIANCE WITH LAWS: Provider shall keep fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the provision of services. In the event Provider performs any work contrary to such laws, rules and regulations, Provider shall be solely responsible for all costs arising there from.

13. GOVERNING LAW/VENUE: This Agreement shall be governed by the laws of the State of California, Ventura County. This Agreement shall not be governed by the Uniform Commercial Code. To the extent that there is to be delivery or performance of services under this Agreement, such services will not be deemed "goods" within the meaning of the Uniform Commercial Code. In the event of litigation, both parties agree that the appropriate venue shall be in the Superior Courts of the County of Ventura.

14. ASSIGNMENT: Provider agrees not to assign this contract or any interests therein without the approval in writing of the District. Any such attempt to assign or sublet this Agreement without District approval shall be invalid.

15. SEVERABILITY: If any one or more of the provisions of this Agreement are hereafter declared void or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

16. WAIVER: No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.

17. ARBITRATION: Any claims or controversy arising out of or related to this Agreement, or the breach thereof, shall first attempt to be settled by non-binding mediation utilizing a mutually agreed mediator. Should a claim or controversy not be resolved via mediation either party may file an action in a court of competent jurisdiction as provided in Section 13 of this Agreement. Both parties hereto agree to waive any claims for consequential damages pertaining to this agreement.

18. INCORPORATION OF EXHIBITS: All exhibits attached and referred to in this Agreement are incorporated as though fully set forth in this Agreement.

19. ENTIRE AGREEMENT: It is understood and agreed that this Agreement sets forth the entire understanding of the parties regarding the subject matter thereof and no modification or amendment to this Agreement shall be binding unless said modification or amendment is in writing and duly executed with the same formality as this Agreement itself.

IN WITNESS THEREOF, the parties hereto have set their hands on the date and in the month and year written below.

OXNARD SCHOOL DISTRICT:

Lisa A. Franz

Lisa A. Franz, Director, Purchasing

8-9-2021

Date

STAR of CA LLC (dba STAR of CA and ERA Ed), VENTURA CA

Dr. Doug Moes, President, CEO

8-16-21

Date

299 W Hillcrest Drive, Ste #110
Thousand Oaks, CA 91360
O (805) 379-1401
F (805) 379-1491
W www.eraed.com

Corporate Headquarters
4880 Market Street
Ventura, CA 93003
O (805) 644-7827
F (805) 650-1385
W www.starofca.com

2021/2022
PROGRAM DESCRIPTION OVERVIEW

STAR of CA (DBA: ERA Ed.) provides a range of behavioral and psychological services to support students with developmental and/or social-emotional disorders, in addition to their families. Students with a variety of barriers to accessing their education can participate in our school-based services, including those students may have or be at risk for an autism spectrum, mood/anxiety, and or behavior disorders that may be interfering with their school performance and ability to participate in the least restrictive environment (LRE).

Services provided include:
(1) Behavior intervention development and modification (BID)
(2) Behavior Intervention Implementation of Behavior Modification Plans (BII)
(3) Counseling and guidance services (CG)
(4) Parent counseling and training (PCT)
(5) Other psychological services aside from assessment and IEP development (PS)

ERA Ed.'s school-based services are derived from evidence-based practices such as Applied Behavior Analysis (ABA), Positive Behavioral Support (PBS), Dialectical Behavioral Therapy (DBT), Parent Child Interaction Therapy (PCIT), and Cognitive Behavior Therapy (CBT).

Leveraging Technology - ERA Ed. has the capacity to offer consultation support and IEP driven services through a telehealth or distance learning modality that is HIPAA/FERPA compliant. ERA Ed. offers an array of service options for the use of video technology where it may improve the training needs of district staff or the individualized learning needs of students. Leveraging telehealth or distance learning may also help overcome barriers to helping students and their families get access to services and supports that may otherwise be challenging due to environmental or scheduling constraints. Our teams can help assess goodness-of-fit to ensure this modality would offer an educational or clinical benefit. All services eligible for telehealth (TH) services are denoted below.

ERA Ed. Service Delivery Options for VENTURA COUNTY SELPA

Consultation Support – ERA Ed. delivers consultation support to schools, classrooms, and student teams. This consultation support includes focused training to school personnel, classroom team members, and instructional assistants in specific areas of need, classroom coaching, program development, and intermittent team meetings to facilitate program development, implementation, and progress monitoring. In this approach, ERA Ed. serves as an

integral member of the team providing ongoing communication between team members (e.g., classroom staff, the school site administration, and the Director of Pupil Services). Intermittent progress reports are developed to summarize progress in staff and classroom development, identify ongoing areas of need, and generate recommendations for responding to those needs.

IEP Driven Services - ERA Ed. can deliver behavioral health services to specific students in order to build their requisite skills and resolve emotional and behavioral challenges necessary for the student to participate in the least restrictive environment, access their curriculum, and demonstrate progress toward IEP goals. As a supplement to consultation support, the utilization of ERA Ed. for IEP driven services provides districts with an immediate response to addressing the needs of individual students. As part of a capacity-building strategy for school districts, ERA Ed.'s delivery of such services creates an exemplar of effective behavioral health services. As the students' emotional and behavioral challenges are resolved and relevant skills begin to emerge, an emphasis is placed on transferring responsibility from such behavioral health services back to district personnel so that the student learns to benefit from the natural supports that exist within their classroom and district team members. The IEP process is essential for reviewing the progress of such ERA Ed. delivered behavioral health services and determining how these services are transferred back to school districts.

ERA Ed. Description of Services & Fee Schedule

Behavioral Services

Consultation (CNSLT) – includes a variety of staff and program development related activities designed to build capacity in school district personnel, teams, classrooms, and schools. The focus of ERA Ed. consultation support is to address areas of need that district staff may have in utilizing Applied Behavior Analytic methodologies and other best practices to serve students with autism and emotional behavioral disorders. Consultation services can be IEP driven or be initiated as part of a District's broader staff training and development efforts. Consultation support is often preceded by a formal or informal needs assessment. *Telehealth Options Available.*

Instructional Assistant / Para-Educator Training – IEP driven consultation support designed to train district staff on implementation of a specific student's behavioral support plan, teaching to IEP goals, and carrying out data collection practices. *Telehealth Options Available.*

Classroom Program Development – ERA Ed's consultation support in the classroom is designed to enhance school district personnel's ability to respond to the educational and behavioral needs of their students. Positive Behavioral Interventions are incorporated into the classroom with an emphasis placed on optimizing the use of ecological arrangements, activity schedules, visual supports, communication systems, appropriate teaching strategies, and developing monitoring systems for reviewing student progress and staff success with program implementation. Trainings can include but are not excluded to: Positive Behavior Support in the Classroom; Establishing and Maintaining Social Skills Curriculum in the Classroom; Data

Collection – to Support Analysis of Progress toward IEP Goals; Implementing Discrete Trial Training (DTT) in the Classroom, and Pivotal Response Treatment (PRT) in the Classroom. The consultation support is delivered through intermittent team meetings, small group trainings, and coaching within the classroom milieu.

Workshops – A variety of workshops can be developed at the district's request for more general teacher or broader district training needs. Workshop content and format are determined through conducting brief needs assessments that would include discussion with district personnel and opportunities to observe within the settings in which the training content is to be applied. Follow up coaching delivered in the target settings is an essential component to the workshop model. *Telehealth Options Available.*

Assessments (FBA/FAA) - ERA-Ed provides comprehensive Functional Behavioral Assessments (FBA, FAA) conducted in compliance with the requirements set forth from IDEA. The assessments take place across multiple observations and across settings as needed. Assessments include the development of (a) proposed goals associated with the student's needs to inform programming (b) a positive behavior intervention plan (PBIP) that addresses proactive, teaching and reactive strategies to address specific challenging behaviors and teach replacement behaviors, a safety plan if needed and (c) recommendations for service delivery to assist the treatment team in planning.

Direct Instruction (BII) – ERA-Ed provides highly trained behavior technicians who deliver one-on-one direct instruction using Applied Behavior Analytic interventions for students as part of their IEP in order to resolve challenging behaviors, teach replacement behaviors and develop academic readiness and social skills. Direct instruction can be delivered across all settings (e.g., school, home, community) deemed relevant to support the implementation of the student's IEP. *Telehealth Options Available.*

Supervision (BID) – This service includes a range of supervisory activities designed to support the implementation of the student's behavioral program as specified in their IEP. As part of the supervision model, each ERA-Ed behavior technician is trained, evaluated, and monitored by the supervisor as part of our ongoing quality assurance process. The supervisor visits the student's school, or other settings in which intervention is delivered (e.g., home, community), weekly to assess the program, support the behavior technician, and address classroom team and family questions or concerns. To ensure proper program implementation, fidelity of implementation data and reliability data are taken on each ERA Ed. behavior technician. Supervision also includes activities such as reviewing behavioral data and making necessary program changes (e.g., revising data collection systems, adapt teaching strategies), meeting with the behavior technician to discuss student progress, writing progress reports, and participating in monthly team meetings and IEPs. *Telehealth Options Available.*

Psychological Services

Counseling and Guidance Services (CG) – ERA Ed. counseling and guidance services include counseling for both short- and long-term educational programs – individual/group counseling in which the student is helped to develop their social, emotional, and behavioral functioning in order to promote self-determination and personal responsibility. Counseling and guidance services can be delivered in either individual or group-based modalities to best meet the needs of students, and are delivered in our agency office suite, at the school site, and in the home when applicable. Counseling services are provided by licensed mental health professionals (e.g., Licensed Clinical Social Workers, Licensed Marriage and Family Therapists) and mental health associates (Associate Clinical Social Workers, Associate Marriage and Family Therapists, Associate Professional Clinical Counselors, Registered Psychology Assistants). *Telehealth Options Available.*

Parent Counseling and Training (PCT) – ERA Ed. parent counseling and training services assist families in understanding the unique needs of their child and provides them with information and strategies they can use to assist their child in reaching their short- and long-term educational program goals and objectives. These services are delivered in home and community settings as well as in our agency office suite and can also be delivered via group-based formats using a psychoeducation model. These services are provided by licensed mental health professionals (e.g., Licensed Clinical Social Workers, Licensed Marriage and Family Therapists) and mental health associates (Associate Clinical Social Workers, Associate Marriage and Family Therapists, Associate Professional Clinical Counselors, Registered Psychology Assistants). *Telehealth Options Available.*

Psychological Services (PsychServ) – ERA Ed. psychological services include conducting consultation, interviewing, assessment, diagnosis, and psychotherapy to assist students in implementing their short and long-term educational program goals and objective. These services are provided by licensed mental health professionals (e.g., Clinical Psychologists, Licensed Clinical Social Workers, Licensed Marriage and Family Therapists). *Telehealth Options Available.*

Assessments (Psychoeducational, Education-Related Mental Health Services).
ERA Ed. is able to conduct a wide range of psychological assessment services, including ERICS assessments and individualized psychoeducational assessments. All assessment services are conducted by licensed mental health professionals, including psychologists when necessary.

Mental Health Case Management/ Consultation (CNSLT-MH) – ERA ED. Mental Health Consultation involves performing collateral, indirect activities to support direct student counseling services. This includes activities such as IEP attendance, goal development, progress reporting, staff support, linking treatment across environments, and ongoing consultation with internal and external treatment providers. *Telehealth Options Available.*

Wraparound Services (WRAP or Social Work Services). ERA Ed. implements a team approach for Wraparound Services, utilizing evidence-based treatments and interventions. Core elements of Wraparound Services are provided in stepwise order:

1. System stabilization (Assessment as necessary)
2. Parent Management Training (Parent Counseling and Training, Positive Behavior Supports)
3. Generalizing supports to the educational environment (Mental Health Consultation/Psychological Services)
4. Individual counseling (Counseling and Guidance Services)
5. Family counseling (Counseling and Guidance Services)

The Wraparound (WRAP) team utilizes a Mental Health Associate model for direct services (i.e., counseling, positive behavior support) delivered in the home/community setting (e.g., school) with additional consultation and in-office/tele-health (e.g., telephone, videoconferencing) psychotherapy with licensed providers. All WRAP teams are managed by a licensed psychologist. Behavioral technicians are also available to assist the WRAP team with System stabilization and Parent Management Training in the home and community setting (e.g., school).

The intensity of WRAP services will depend on student need and may vary across time. As such, a flat 12-hour/30-day intake and triage package is available for those IEP teams in need of specific WRAP treatment recommendations. Further, all WRAP services are modular; comprehensive WRAP programs are able to be individually tailored by service, and according to student and family need. *Telehealth Options Available.*

Other Provisions:

Last Minute Cancellation: Cancellations that occur within 1.5 hours of the scheduled start time or when a student no shows are occasions when ERA Ed. incurs labor costs for deploying our providers. ERA Ed. may bill a minimum of 15 minutes for last minute cancellations or no shows per session, not to exceed the length of the scheduled session unless otherwise specified.

Wait Time: Providers waiting for the student to arrive may represent non-billable time where ERA Ed. incurs labor costs for deployed providers. ERA Ed. may bill a minimum of 15 minutes per scheduled session for wait time, not to exceed the length of the scheduled session unless otherwise specified.

2021/2022 RATE TABLE

BEHAVIORAL SERVICES	SrvCode	Rate	Per
Consultation	CNSLT	$107.74	/hr
Assessments (FBA/FAA)	EVAL	$107.74	/hr
Direct Instruction	BII	$55.46	/hr
Supervision	BID	$107.74	/hr
Last-Minute Cancellation/No Show	LMC-ABA	$55.46	/hr
BII Wait Time	BII Wait Time	$55.46	/hr
Bus Aide BID (10% discount applied)	BUS AIDE-BID	$96.97	/hr
Bus Aide BII (10% discount applied)	BUS AIDE-BII	$49.91	/hr
PSYCHOLOGICAL SERVICES	**SrvCode**	**Rate**	**Per**
Counseling & Guidance Services (CG)– Licensed Mental Health Professional	CILMHP	$85.33	/hr
Counseling & Guidance Services (CG) –Mental Health Associate	CIMHA	$63.99	/hr
Parent Counseling & Training (PCT) Licensed Mental Health Professional (CG)	CFLMHP	$85.33	/hr
Parent Counseling & Training (PCT) –Mental Health Associate (CG)	CFMHA	$63.99	/hr
Assessments (Psycho-educational, Education-Related Mental Health Services)	EVAL-ASMT	$107.74	/hr
Psychological Services	PsychServ	$107.74	/hr
Mental Health Consultation - Licensed Mental Health Professional	CNSLT-LMHP	$85.33	/hr
Mental Health Consultation – Mental Health Associate	CNSLT-MHA	$63.99	/hr
Crisis Management	CRISIS INT-LMHP	$85.33	/hr
Crisis Management	CRISIS INT-MHA	$63.99	/hr
Critical Incident Debriefing & Counseling	CRISIS INT-MHA	$63.99	/hr
Grief/Trauma Response Counseling	CNSLT-MH	$63.99	/hr
Last-Minute Cancellation/No Show	LMC-MH	$63.99	/hr
MH Wait time	MH WaitTime	$63.99	/hr

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #2 to Agreement #21-191 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)

At the Board meeting of April 20, 2022, the Board of Trustees ratified Agreement #21-191 with Ventura County of Education, in the amount of $302,567.10, to provide exceptional services to nine (9) special education students that consist of support from Special Circumstances Paraeducators (SCP's), for the 2020-2021 school year, including Extended School Year

At the Board meeting of August 3, 2022, the Board of Trustees ratified Amendment #1, in the amount of $7,074.66, to adjust the previous estimated costs for six (6) students, due to a clerical error in the hourly rate used to calculate costs, for a new total agreement amount of $309,641.76.

Amendment #2, in the amount of $613.78, is needed to adjust the previous estimated cost for one (1) student, due to a clerical error in the hourly rate used to calculate costs, for a new total agreement amount of $310,255.54.

FISCAL IMPACT:
$613.78 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #2 to Agreement #21-191 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of $613.78.

ADDITIONAL MATERIALS:

Attached: Amendment #2 (1 Page)
Amendment #1 (6 Pages)
Agreement #21-191, Ventura County Office of Education (9 Pages)

AMENDMENT #2 TO OSD AGREEMENT #21-191

Ventura County Office of Education

Memorandum

DR. CÉSAR MORALES, COUNTY SUPERINTENDENT •5189 VERDUGO WAY, CAMARILLO, CA 93012

ADDENDUM TO AGREEMENT

May 27, 2022

ZS121507

Oxnard School District
Agreement # OX118A-21/22

School attending: Phoenix School
[redacted]

Addendum to Special Circumstance Educational Support services as specified below:

Addendum requested by District due to previous estimated cost not covering all funds.

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

Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,750 minutes weekly. ESY will also be provided at 240 minutes daily.**

6. The term of this contract shall begin 1**2/11/2021** (*IEP date~10/10/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: CURRENT: 2021-2022
(*including ESY, if applicable*) 12/11/2021-6/10/2022
(ESY: 6/13/2022-6/30/2022)

UPCOMING: 2022-2023
(ESY: 7/1/2022-7/8/2022)
8/23/2022-12/10/2022

Original Estimated Cost: $31,404.72
Amount added/owed: $613.78
New Total Estimated Cost: $32,018.50

Requested by: _____ Date: 7.5.22
Special Education Authorized Representative

Approved by: _____ Date: _____
(VCOE) Director, Business Services

Accepted by: _____ Date: _____
DOR Authorized Representative

Title: Director, Purchasing

Ventura County Office of Education

Memorandum

DR. CÉSAR MORALES, COUNTY SUPERINTENDENT •5189 VERDUGO WAY, CAMARILLO, CA 93012

ADDENDUM TO AGREEMENT

May 26, 2022

DG052310

Oxnard School District
Agreement # OX112-21/22

School attending: Phoenix School
[redacted]

Addendum to Special Circumstance Educational Support services as specified below:

Addendum requested by District due to previous estimated cost not covering all funds.

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

Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,650 minutes weekly. ESY will also be provided at 240 minutes daily.**

6. The term of this contract shall begin **12/11/2022** (*IEP date~12/10/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: (*including ESY, if applicable*)
CURRENT: 2021-2022
12/11/2021-6/10/2022
(ESY: 6/13/2022-6/30/2022)

Original Estimated Cost: $29,748.32
Amount added/owed: $581.40
New Total Estimated Cost: $30,329.72

Requested by: _____ Date: 5/26/22
Special Education Authorized Representative

Approved by: _____ Date: _____
(VCOE) Director, Business Services

Accepted by: _____ Date: _____
DOR Authorized Representative

Title: Director, Purchasing

Ventura County Office of Education

Memorandum

DR. CÉSAR MORALES, COUNTY SUPERINTENDENT •5189 VERDUGO WAY, CAMARILLO, CA 93012

ADDENDUM TO AGREEMENT

May 27, 2022

IH081410

Oxnard School District
Agreement # OX115A-21/22

School attending: Foster Middle School
[redacted]

Addendum to Special Circumstance Educational Support services as specified below:

Addendum requested by District due to previous estimated cost not covering all funds.

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

Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,650 minutes weekly. ESY will be provided at 240 minutes weekly.**

6. The term of this contract shall begin **8/24/2021** (*IEP date~6/17/2021 & 10/22/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: (*including ESY, if applicable*)	CURRENT: 2021-2022 8/24/2021-6/15/2022 *(ESY: 6/21/2022-6/30/2022)*	UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/15/2022)* 8/17/2022-10/22/2022

Original Estimated Cost: $47,063.14
Amount added/owed: $919.80
New Total Estimated Cost: $47,982.94

Requested by: _____ Date: 5.27.22
Special Education Authorized Representative

Approved by: _____ Date: _____
(VCOE) Director, Business Services

Accepted by: _____ Date: _____
DOR Authorized Representative

Title: Director, Purchasing

Ventura County Office of Education

Memorandum

DR. CÉSAR MORALES, COUNTY SUPERINTENDENT •5189 VERDUGO WAY, CAMARILLO, CA 93012

ADDENDUM TO AGREEMENT

May 27, 2022

JN090409

Oxnard School District
Agreement # OX116A-21/22

School attending: Foster Middle School
[redacted]

Addendum to Special Circumstance Educational Support services as specified below:

Addendum requested by District due to previous estimated cost not covering all funds.

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

Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,940 minutes weekly. ESY will be provided at 240 minutes weekly.**

6. The term of this contract shall begin **1/15/2022** (*IEP date~1/14/2022*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: (*including ESY, if applicable*)	CURRENT: 2021-2022 1/15/2022-6/15/2022 *(ESY: 6/21/2022-6/30/2022)*	UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/15/2022)* 8/17/2022-11/4/2022

Original Estimated Cost: $29,467.86
Amount added/owed: $575.91
New Total Estimated Cost: $30,043.77

Requested by: HDL
Special Education Authorized Representative

Date: 5.27.22

Approved by: _____
(VCOE) Director, Business Services

Date: _____

Accepted by: _____
DOR Authorized Representative

Date: _____

Title: Director, Purchasing

Ventura County Office of Education

Memorandum

DR. CÉSAR MORALES, COUNTY SUPERINTENDENT •5189 VERDUGO WAY, CAMARILLO, CA 93012

ADDENDUM TO AGREEMENT

May 27, 2022

JM111710

Oxnard School District
Agreement # OX100A-21/22

School attending: Dwire School
[redacted]

Addendum to Special Circumstance Educational Support services as specified below:

Addendum requested by District due to previous estimated cost not covering all funds.

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

Authorized exceptional service(s) shall consist of **Paraeducator performing Special Circumstances services throughout the school day for 1,650 minutes weekly.**

6. The term of this contract shall begin **1/26/2022** (*IEP date~10/7/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: CURRENT: 2021-2022
(*including ESY, if applicable*) 1/26/2022-4/3/2022

Original Estimated Cost: $11,650.66
Amount added/owed: $227.70
New Total Estimated Cost: $11,878.36

Requested by: _____ Date: 5.27.22
Special Education Authorized Representative

Approved by: _____ Date: _____
(VCOE) Director, Business Services

Accepted by: _____ Date: _____
DOR Authorized Representative

Title: _____

Ventura County Office of Education

Memorandum

DR. CÉSAR MORALES, COUNTY SUPERINTENDENT •5189 VERDUGO WAY, CAMARILLO, CA 93012

ADDENDUM TO AGREEMENT

May 26, 2022

IO111109

Oxnard School District
Agreement # OX89A-21/22

School attending: Foster Middle School
[redacted]

Addendum to Special Circumstance Educational Support services as specified below:

Addendum requested by District due to previous estimated cost not covering all funds.

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

Paraeducator performing Special Circumstances Educational Support through out the school day for 330 minutes and during transportation for 60 minutes for a total of 390 minutes daily. ESY will be calculated at 240 minutes a day for classroom and 60 minutes for transportation for a total of 300 minutes daily.

6. The term of this contract shall begin **1/10/2022** (*IEP date~12/15/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: (*including ESY, if applicable*)
CURRENT: 2021-2022
1/10/2022-6/15/2022
(ESY: 6/21/2022-6/30/2022)

Original Estimated Cost: $31,475.20
Amount added/owed: $615.15
New Total Estimated Cost: $32,090.35

Requested by: _____ Date: 5/26/22
Special Education Authorized Representative

Approved by: _____ Date: _____
(VCOE) Director, Business Services

Accepted by: _____ Date: _____
DOR Authorized Representative

Title: Director, Purchasing

Ventura County Office of Education

Memorandum

DR. CÉSAR MORALES, COUNTY SUPERINTENDENT •5189 VERDUGO WAY, CAMARILLO, CA 93012

ADDENDUM TO AGREEMENT

May 26, 2022

DS080410

Oxnard School District
Agreement # OX117A-21/22

School attending: Foster Middle School
[redacted]

Addendum to Special Circumstance Educational Support services as specified below:

Addendum requested by District due to previous estimated cost not covering all funds.

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

Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,650 minutes weekly.**

6. The term of this contract shall begin **8/18/2021** (*IEP date~6/16/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: CURRENT: 2021-2022
(*including ESY, if applicable*) 8/18/2021-3/18/2022

Original Estimated Cost: $27,607.00
Amount added/owed: $4,154.70
New Total Estimated Cost: $31,761.70

Requested by: _____ Date: 5/26/22
Special Education Authorized Representative

Approved by: _____ Date: _____
(VCOE) Director, Business Services

Accepted by: _____ Date: _____
DOR Authorized Representative

Title: Director, Purchasing

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **August 18, 2021,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, **DS080410** [redacted], a Special Education pupil who is a resident of DISTRICT and currently attends, **Foster Middle School,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,650 minutes weekly.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify, and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin **8/18/2021** *(IEP date~6/16/2021)* and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: *(including ESY, if applicable)*	CURRENT: 2021-2022 8/18/2021-3/17/2022		UPCOMING: 2022-2023
ESTIMATED COSTS:	$ 27,607.00	+	$ TBD

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

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

OXNARD SCHOOL DISTRICT

Lisa A. Franz
Signature

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: [signature]
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 27,607.00

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **August 24, 2021,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, IH081410 [redacted] a Special Education pupil who is a resident of DISTRICT and currently attends, **Foster Middle School,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,650 minutes weekly. ESY will be provided at 240 minutes weekly.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify, and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin **8/24/2021** (*IEP date~6/17/2021 & 10/22/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: (*including ESY, if applicable*)	CURRENT: 2021-2022 8/24/2021-6/15/2022 *(ESY: 6/21/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/15/2022)* 8/17/2022-10/22/2022
ESTIMATED COSTS:	$ 47,063.14	+	$ TBD

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

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

OXNARD SCHOOL DISTRICT

Lisa A. Franz
Signature

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 47,063.14

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **December 11, 2021,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, DG052310 [redacted] a Special Education pupil who is a resident of DISTRICT and currently attends, **Phoenix School,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,650 minutes weekly. ESY will also be provided at 240 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin 12/11/2021 (*IEP date~12/10/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: (*including ESY, if applicable*)	CURRENT: 2021-2022 12/11/2021-6/10/2022 *(ESY: 6/13/2022-6/30/2022)*		UPCOMING: 2022-2023
ESTIMATED COSTS:	$ 29,748.32	+	$

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

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

OXNARD SCHOOL DISTRICT

Lisa A. Franz
Signature

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 29,748.32

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **December 11, 2021,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

ZS121507

1. This agreement pertains to providing exceptional service(s) for, [redacted] a Special Education pupil who is a resident of DISTRICT and currently attends, **Phoenix School,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,750 minutes weekly. ESY will also be provided at 240 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin 12/11/2021 (*IEP date~10/10/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: *(including ESY, if applicable)*	CURRENT: 2021-2022 12/11/2021-6/10/2022 *(ESY: 6/13/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/8/2022)* 8/23/2022-12/10/2022
ESTIMATED COSTS:	$ 31,404.72	+	$ TBD

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

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

OXNARD SCHOOL DISTRICT

Lisa A. Franz
Signature

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 31,404.72

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Supports

This Agreement, effective **January 10, 2022,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, IO111109 [redacted], a Special Education pupil who is a resident of DISTRICT and currently attends, **Foster Middle School,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing Special Circumstances Educational Support through out the school day for 330 minutes and during transportation for 60 minutes for a total of 390 minutes daily. ESY will be calculated at 240 minutes a day for classroom and 60 minutes for transportation for a total of 300 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin 1/10/2022 (*IEP date~12/15/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: *(including ESY, if applicable)*	CURRENT: 2021-2022 1/10/2022-6/15/2022 *(ESY: 6/21/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/15/2022)* 8/17/2021-10/21/2022
ESTIMATED COSTS	$ 31,475.20	+	$ TBD

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

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

OXNARD SCHOOL DISTRICT

Lisa A. Franz
Signature

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 31,475.20

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

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **January 15, 2022,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, JN090409 [redacted] a Special Education pupil who is a resident of DISTRICT and currently attends, **Foster Middle School,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,940 minutes weekly. ESY will be provided at 240 minutes weekly.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify, and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin **1/15/2022** *(IEP date~1/14/2022)* and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date:* *(including ESY, if applicable)*	CURRENT: 2021-2022 1/15/2022-6/15/2022 *(ESY: 6/21/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/15/2022)* 8/17/2022-11/4/2022
ESTIMATED COSTS:	$ 29,467.86	+	$ TBD

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

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

OXNARD SCHOOL DISTRICT

Lisa A. Franz
Signature

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: [signature]
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 29,467.86

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **January 26, 2022,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, JM111710 [redacted] a Special Education pupil who is a resident of DISTRICT and currently attends, **Dwire School,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing Special Circumstances services throughout the school day for 1,650 minutes weekly.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin **1/26/2022** (*IEP date~10/7/2021*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date:* *(including ESY, if applicable)*	CURRENT: 2021-2022 1/26/2022-4/3/2022		UPCOMING: 2022-2023
ESTIMATED COSTS:	$ 11,650.66	+	$

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

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

OXNARD SCHOOL DISTRICT

Signature: Lisa A. Franz

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 11,650.66

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **February 11, 2022,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, SR112811 [redacted], a Special Education pupil who is a resident of DISTRICT and currently attends, **Triton Academy,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Two Paraeducator performing special circumstance educational support through out the school day for 1,944 minutes each weekly for a total of 3,888 minutes weekly. ESY will also be provided by two paraeducators at 240 minutes each daily for a total of 480 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin **2/11/2022** (*IEP date*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: (*including ESY, if applicable*)	CURRENT: 2021-2022 2/11/2022-6/10/2022 *(ESY: 6/13/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/8/2022)* 8/17/2022-2/10/2023
ESTIMATED COSTS:	$ 49,549.80	+	$ TBD

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

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

OXNARD SCHOOL DISTRICT

Lisa A. Franz
Signature

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: [signature]
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 49,549.80

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **February 24, 2022,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, **JM111710** [redacted], a Special Education pupil who is a resident of DISTRICT and currently attends, **Dwire School,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **ASL interpreter performing special circumstance educational support through out the school day for 330 minutes daily. ESY will be calculated at 240 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin **2/24/2022** (*IEP date*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date:* *(including ESY, if applicable)*	CURRENT: 2021-2022 2/24/2022-6/9/2022 *(ESY: 6/13/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/8/2022)*
ESTIMATED COSTS:	$ 44,600.40	+	$ TBD

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

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

OXNARD SCHOOL DISTRICT

Lisa A. Franz
Signature

Title: Director, Purchasing

Date: 4-21-2022

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: [signature]
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 6-1-22

Estimated Cost $ 44,600.40

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #21-224 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)

It is recommended that the Board of Trustees ratify the service agreement with Ventura County Office of Education (VCOE) for the 2021-2022 school year, to provide exceptional services to special education student KG062008 that consist of support from Special Circumstances Paraeducators (SCP's), including Extended School Year.

FISCAL IMPACT:
$13,255.88.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-224 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of $13,255.88.

ADDITIONAL MATERIALS:
Attached: Agreement #21-224, Ventura County Office of Education (1 Page)

OSD AGREEMENT #21-224

No. **OX102A-21/22**

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **March 29, 2022,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

KG062008

1. This agreement pertains to providing exceptional service(s) for, [redacted] a Special Education pupil who is a resident of DISTRICT and currently attends, **Foster Middle School** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 330 minutes daily. ESY will be provided at 220 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin **3/29/2022** *(IEP date~3/29/2022)* and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date:* *(including ESY, if applicable)*	CURRENT: 2021-2022 3/29/2022-6/15/2022 *(ESY: 6/20/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/15/2022)*
ESTIMATED COSTS:	$ 13,255.88	+	$ TBD

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

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

OXNARD SCHOOL DISTRICT

Signature (DOR Authorized Representative)

Title: Director, Purchasing

Date:

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By:
Special Education Authorized Representative

Approved By:
VCOE Business Services Authorized Representative

Date:

Estimated Cost $ 13,255.88

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Personnel Agreement

Ratification of Agreement #22-64 – University of Southern California (Torres)

This agreement between Oxnard School District and the University of Southern California (USC) will provide practice teaching and counseling experience to students enrolled at USC. Students will actively participate in the duties and functions of classroom teaching and counseling, under the direct supervision and instruction of District employees.

Term of Agreement: July 1, 2022 through June 30, 2025

FISCAL IMPACT:
None

RECOMMENDATION:
It is recommended by the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #22-64 with the University of Southern California.

ADDITIONAL MATERIALS:

Attached: Agreement #22-64, University of Southern California (9 Pages)
Certificate of Insurance (1 Page)

USC SCHOOL/SCHOOL DISTRICT PLACEMENT AGREEMENT

This School / School District Placement Agreement ("Agreement") is made this 1st day of July, 2022 (the "Effective Date"), by and between OXNARD SCHOOL DISTRICT, with an address located at 1051 South A Street, Oxnard, CA 93030 ("School" or "District"), and the University of Southern California, a California nonprofit educational institution, with an address of Waite Phillips Hall, 3551 Trousdale Parkway, ADM 352, Los Angeles, CA 90089 ("USC"). USC and School/District may be referred to collectively as the "parties" and individually as a "party."

WHEREAS, USC offers graduate degree programs to its students ("Candidates") in classroom and in online learning environments; and

WHEREAS, with respect to the online learning environment, USC Rossier offers graduate degree programs with an online learning component and field placement experiences ("Programs"), including, among others, Programs in the fields of teaching and school counseling.

NOW THEREFORE, intending to be legally bound hereby, the parties agree as follows:

1. Placements. The School/District agrees to host one or more Candidates in accordance with the terms of this Agreement and as further set forth in either: (a) the Teaching Candidate Addendum with respect to teaching Candidates; (b) the School Counseling Candidate Addendum with respect to School Counseling Candidates; or (c) such other addenda for such additional Programs as may be agreed upon by the parties from time to time. Each aforementioned Addendum (collectively, the "Addenda") is incorporated into and made a part of this Agreement.

2. Placement Opportunities.

(a) USC will request placements for its Candidates for one or more of the Programs detailed in the Addenda. Each request shall identify the particular Candidate (or, for groups of Candidates, a composite description of relevant background, assignment request, assignment objectives and suggested activities as appropriate to requested assignments for the Candidate group). USC shall comply with any School/District policy applicable to such placement requests and provided by the School/District to USC.

(b) The School/District agrees to use good-faith efforts to place Candidates proposed by USC within the School/District. The School/District shall have the sole discretion with respect to all Candidate assignments hereunder, provided that the School/District shall involve USC throughout the decision-making process. The School/District shall not in any way be obligated to accept assignments of Candidates beyond the capabilities of the School/District, as determined by the School/District in its sole discretion. The School/District shall have the right to terminate its relationship with any Candidate for violation of the School's/District's regulations or for other reasonable cause in accordance with the School's/District's standard policies or practice.

3. Compliance with Law.

(a) *Background Investigations*. (i) USC shall inform each Candidate being hosted by the School/District that they are required to complete a background check and receive appropriate clearance(s) in accordance with applicable state and local law prior to commencing any assignment at the School/District (e.g., a State-issued Certificate of Clearance in the case of a teacher placement in California). (ii) The School/District may impose requirements upon Candidates in addition to those required by state law as set forth in Section 3(a)(i) above (the "Additional Requirements"). In such event, the School/District agrees to provide all such Additional Requirements in writing to USC promptly following execution of this Agreement (or, as applicable, promptly upon any adoption or modification thereof occurring during the Term of this Agreement). USC shall communicate all such Additional Requirements to Candidates, and shall advise Candidates to make any and all additionally required submissions directly to the School/District. Upon notice to the Candidate, the School/District shall have the right to reject any Candidate who fails to comply with the Additional Requirements from participating in an assignment at the School/District.

4. No Employment Relationship of Candidates.

(a) Candidates are students, and not employees of USC or the School/District. As such, they are not covered by USC's or the School's/District's workers' compensation policies.

(b) Candidates are neither entitled to, nor shall receive, any compensation or other employee-related benefit (without limitation) from USC or the School/District. Candidates shall not displace any School/District employee.

5. Information, Hiring & Confidentiality.

(a) USC is a non-profit, educational research institution interested in evaluating the success of its graduates in impacting student achievement relative to comparable teachers, school counselors, or other appropriate position, as the case may be. As such, USC may request the School/District to provide information to assist USC in its evaluative process. If available, the School/District shall provide such information to USC following any such reasonable request.

(b) The School/District may hire any Candidate(s) upon program completion, but is under no obligation to do so.

(c) USC shall not request the School/District to provide any health or other records of any student of the School/District covered by the Family Educational Rights and Privacy Act ("FERPA"); nor shall USC request any Candidate to share any protected School/District data (whether about School/District students or personnel) with USC.

(d) To the extent that any party to this Agreement discloses any confidential information to any other party hereto in connection with the relationships contemplated hereunder, the parties agree during the term of this Agreement (and all renewals thereof) and for a period of two (2) years thereafter to use reasonable efforts to protect, maintain as confidential, and not disclose, any such confidential information of any other party.

6. Compliance with the Law. The parties hereto shall comply with all applicable federal, state and local laws, rules, statutes, acts, regulations, code and similar legal requirements, including but not limited to FERPA.

7. Non-Discrimination. Each party represents that it is an equal opportunity employer. Each party certifies that it does not, and shall not, discriminate against its employees, students, Candidates or applicants on any unlawful basis. Each party certifies that it is, and shall remain, in compliance with all laws, regulations, executive orders or other legal prohibitions against discrimination.

8. Indemnification. University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

9. Insurance.

(a) **Commercial General Liability Insurance:** USC shall procure and maintain, during the term of this Agreement, not less than the following General Liability Insurance coverage in the amounts of $1,000,000 per occurrence and $2,000,000 aggregate.

(b) **Other Coverage as Dictated by the District:** If any USC employee interacts with District students, outside of the immediate supervision and control of the student's parent or guardian or a certificated school employee, USC 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.

(c) If professional services are offered, USC shall procure and maintain, during the term of this agreement, Professional Liability (Errors and Omissions) insurance coverage in the amounts of $1,000,000 per occurrence and $2,000,000 aggregate.

(d) **Certificates of Insurance:** USC shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than 15 days prior to commencing the proposed activity, and at any other time upon the request of the District. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates of such insurance shall be filed with the District on or before commencement of the services under this Agreement.

(e) **USC's Commercial General Liability insurance** and **Commercial Automobile Liability coverage and Abuse and Molestation coverage** shall name the Oxnard School District, its governing board, officers, agents, employees, and/or volunteers as additional insureds. All endorsements specifying additional insureds for any of the Insurance Policies shall be as indicated below or an equivalent endorsement reasonable acceptable to the Oxnard School District.

1. General Liability: CG 20 26 10 01
2. Commercial Automobile: CA 20 48 10 13

(f) **Acceptability of Insurers:** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A:Vll or an acceptable program of self insurance, unless otherwise acceptable to the Oxnard School District.

(g) **Insurance written on a "claims made" basis** is to be renewed by USC for a period of 3 years following termination of this Agreement. Such insurance must have the same coverage and limits as the policy that was in effect during the term of this agreement, and will cover USC for all claims made.

(h) Worker's Compensation Insurance: USC shall procure and maintain, during the term of the Agreement, Workers' Compensation Insurance, as required by California law, on all of its employees engaged in work related to the performance of this Agreement. USC shall procure and maintain Employers' Liability insurance coverage of $1,000,000.

10. Governing Law. The interpretation, application, and enforcement of this Agreement shall be governed by the laws of the State of California without reference to choice of law principles. Any claim, suit, or cause of action involving the interpretation, application, or enforcement of this Agreement shall be commenced in the appropriate state or federal courts in the State of California.

11. Term, Termination and Renewal. The Term of this Agreement shall begin as of the later of the Effective Date or the date of the School's/District's signature set forth below ("Term Commencement Date") and continue through June 30th of the calendar year following the third anniversary of the Term Commencement Date. Unless any party terminates this Agreement pursuant to this Section 10, this Agreement shall automatically renew for successive one (1) year periods beginning each July 1st thereafter. Any party may terminate this Agreement with or without cause upon written notice to the other parties, provided that any such termination shall only be effective after the end of the

school year during which the written notice of termination is issued. For the avoidance of doubt, other than where the School/District removes a Candidate pursuant to Section 2(b) above, the School/District shall permit current Candidates to complete the current school year at the time of any such termination.

12. Notices. Any notice to be given hereunder by any party to this Agreement shall be in writing and will be deemed given on the date received as evidenced by confirmation of receipt, except if such confirmation is later than 3:00 p.m. (School/District local time), addressed as follows (provided that, upon written notice in accordance herewith, any party may update its notice recipients at any time during the term of this Agreement):

(a) *If to the School/District*: Oxnard School District, 1051 South A Street, Oxnard, CA 93030; attention: Virginia Whitt, Administrative Assistant, Certified Human Resources

(b) *If to USC*: University of Southern California, Rossier School of Education, Waite Phillips Hall, 3470 Trousdale Parkway, WPH-504G, Los Angeles, CA 90089; attention: Dr. Kathy Stowe, Associate Dean of Academic Programs; Facsimile No. (213) 740-5799.

13. Limitation of Liability. Except as such damages may be sought or assessed in respect to third party actions covered by the indemnification provisions herein, no party shall be liable to the other for consequential, incidental, indirect, exemplary, punitive or special damages of any nature or character (including loss of profits, data, business or goodwill or any indirect economic damages whatsoever), from causes of action of any kind, including contract, tort (including strict liability or other legal theory), a breach of any warranty or term of this agreement, or otherwise, even if the party at fault or in breach has been advised or had reason to know in advance of the possibility of incurring such damages.

14. Severability. In the event that any provision of this Agreement conflicts with the law under which this Agreement is to be construed or if any such provision is held invalid or unenforceable by a court with jurisdiction over the parties to this Agreement, such provision will be restated to reflect as nearly as possible the original intentions of the parties in accordance with applicable law; and the remaining terms, provisions, covenants, and restrictions of this Agreement will remain in full force and effect.

15. Entire Agreement/No Modification/Counterparts/Execution/Binding Agreement. This Agreement constitutes the entire agreement between the parties with respect to its subject matter, and fully supersedes and replaces any and all prior or contemporaneous understandings or agreements, written or oral, between the parties hereto or any of their respective affiliates regarding such subject matter. Any waiver, change in, amendment, addition, supplement or other modification of any provision of this Agreement will be valid and effective only if in writing and signed and dated by all parties hereto subsequent to the execution of this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. This Agreement shall become binding when one or more counterparts hereof, individually or taken together, bear the signatures of all of the parties reflected hereon as the signatories. A faxed, PDF or electronic signature shall have the same legally binding effect as an original signature. This Agreement will be binding upon the parties and their successors, affiliates, subsidiaries, assigns, officers, directors, employees, and agents. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. Arbitration. All controversies, claims and disputes arising in connection with this Agreement shall be settled by mutual consultation between the parties in good faith as promptly as possible, but failing an amicable settlement shall be settled finally by arbitration in accordance with the provisions of this paragraph. Such arbitration shall be conducted in Los Angeles, California, in accordance with the Commercial Arbitration Rules of the American Arbitration Association ("AAA"). The parties hereto hereby agree that the arbitration procedure provided for herein shall be the sole and exclusive method of resolving any and all of the aforesaid controversies, claims and disputes. The costs and expenses of the arbitration, including without limitation attorneys' fees, shall be borne by the parties in the manner determined by the arbitrator. Legal action for (i) entry of judgment upon any arbitration award or (ii) adjudication of any controversy, claim or dispute arising from a breach or alleged breach of this paragraph may be heard and tried only in the courts of the State of California for the County of Los Angeles or the Federal District Court for the Central

California for the County of Los Angeles or the Federal District Court for the Central District of California. Each of the parties hereto hereby irrevocably and unconditionally waives any right(s) to trial by jury in any action or proceeding arising under this Section 15 and each party further waives any defense of lack of in personam jurisdiction of said courts. Each party agrees that service of process in such action may be made upon each of them by mailing it certified or registered mail to the other party at the address provided for in this Agreement. Both parties agree that the prevailing party shall be entitled to recover from the non-prevailing party reasonable expenses, including without limitation, attorneys' fees.

16. No Agency; No Assignment. Both parties acknowledge that they are independent contractors, and nothing contained herein shall be deemed to create an agency, joint venture, franchise, or partnership relation between the parties. Neither party hereto shall have the right, directly or indirectly, to assign, transfer, convey or encumber any of its rights under this Agreement without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of the parties.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

OXNARD SCHOOL DISTRICT	**UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE USC ROSSIER SCHOOL OF EDUCATION**
Print Name: Lisa A. Franz, Director, Purchasing _____	**Print Name:** _____
Signature: _____	**Signature:** _____
Dated: _____	**Dated:** _____

TEACHING CANDIDATE ADDENDUM
TO THE ROSSIER PLACEMENT AGREEMENT

This Teaching Candidate Addendum to the School/School District Placement Agreement ("Addendum") is incorporated into and made a part of that certain School / School District Placement Agreement (the "Agreement") executed concurrently with this Addendum (or subsequently on the date indicated below), and is effective as of "Term Commencement Date", as defined in the Agreement. Capitalized terms not otherwise defined in this Addendum shall have the meaning ascribed to them in the Agreement.

1. Controlling Terms. The terms of this Addendum modify and supplement the Agreement. Whenever any inconsistency or conflict exists between the Agreement and this Addendum, the terms of this Addendum control and supersede the Agreement. In all other respects, the terms of the Agreement are ratified and confirmed.

2. Placement Opportunities. USC shall identify prospective Candidates to the School/District for potential placement within the School/District, including assignment to a teacher of record, in the following categories: (i) "Observation Students" (*e.g.*, recess observation, lunchtime interactions, interactions with parents/teachers, etc.); (ii) "Research Students" (*e.g.*, case study, classroom observation with student interaction, lesson delivery as part of fieldwork, etc.); and (iii) "Student Teachers" (*i.e.*, "Guided Practice", with "Guiding Teachers", as defined in Section 3 below). USC shall supply the Candidate's name, relevant program and background clearance information and type of assignment appropriately matching the prospect's needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of Candidates it shall accept as Observation Students, Research Students and Student Teachers, the length of assignments, and the distribution of assignments.

3. Guiding Teachers.

(a) The School/District shall make recommendations to USC regarding teachers whom it believes are appropriate to serve as Guiding Teachers (defined below). Through the School's/District's recommendations, USC's observations and Student Teacher reference, USC shall identify teachers working within the School/District to supervise and prepare Student Teachers during their student teaching experiences ("Guiding Teacher").

(b) Both the School/District and USC shall approve the participation of any teacher as a Guiding Teacher, provided that the School/District shall use its best efforts to approve a sufficient quantity of Guiding Teachers necessary to oversee the agreed-upon number of Student Teachers placed within the School/District at any time.

(c) Should any Guiding Teacher become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative Guiding Teacher to the Student Teacher (excluding a substitute teacher that replaces the original Guiding Teacher within the School/District).

4. Credential Seeking Candidates. Any credential seeking USC Student Teacher Candidate shall be required to sit for and pass applicable, state- and subject-specific exams (*e.g.*, CSET, CBEST, etc.) prior to the commencement of his or her assignment as a Student Teacher.

5. Honorarium.

(a) Upon each Student Teacher's completion of his or her guided learning assignment, USC shall pay, or direct a designated third party to pay, an honorarium of $350.00 directly to each Guiding Teacher for his or her participation in a Student Teacher's guided learning assignment. The School/District agrees that USC may require Guiding Teachers to submit reasonable documentation to USC prior to USC making payments hereunder.

(b) USC shall comply with any School/District policy requiring that the School/District, and not third parties, make Guiding Teacher payments to Guiding Teachers. In such event, the School/District may require USC

to make Guiding Teacher payments to the School/District for distribution by the School/District to Guiding Teachers, provided that the School/District shall first invoice USC for any such payment(s). For the avoidance of doubt, in the event that USC makes Guiding Teacher payments to the School/District in accordance with this Section 5(b), Section 5(a) above shall be deemed stricken from the Agreement with respect thereto.

(c) Should any Guiding Teacher fail to complete his or her assignment hereunder (either due to such teacher's own circumstances or due to USC's removal of the teacher as a Guiding Teacher), USC shall pay the corresponding honorarium on a pro rata basis.

(d) USC shall comply with any written School/District policy or procedure contrary to this Section 5, provided that the School/District shall provide any copy/copies thereof upon execution of the Agreement or subsequent adoption thereof.

6. Use of Video. USC utilizes video recording throughout its programs, including as an essential element of its instruction methodology. (By way of example only, the State of California requires USC to administer a Teaching Performance Assessment ("TPA") of its students as part of USC's teacher preparation program, with a component of that TPA being video that USC must obtain from each Student Teacher and maintain on file with the California Commission on Teacher Credentialing.) As such, any Student Teacher may make video recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require Student Teachers to be responsible for obtaining appropriate and signed video release/authorization forms (which USC shall provide to Student Teacher) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (*i.e.*, under the age of legal competence). The School/District may provide reasonable assistance to Student Teachers in obtaining signatures on such forms.

7. Performance Data. Should the School/District hire any teacher Candidate(s), the School/District shall support USC's program evaluation initiatives by sharing student-level performance data for students he or she teaches to measure teacher efficiency relative to other Master of Arts in Teaching graduates and to other new teachers prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 7 shall survive the expiration or termination of the Agreement for any reason.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

OXNARD SCHOOL DISTRICT	**UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE ROSSIER SCHOOL OF EDUCATION**
Print Name: Lisa A. Franz, Director, Purchasing	**Print Name:** _____
Signature: _____	**Signature:** _____
Dated: _____	**Dated:** _____

SCHOOL COUNSELING CANDIDATE ADDENDUM
TO THE ROSSIER PLACEMENT AGREEMENT

This School Counseling Candidate Addendum to the School / School District Placement Agreement ("Addendum") is incorporated into and made a part of that certain School / School District Placement Agreement (the "Agreement") executed concurrently with this Addendum (or subsequently on the date indicated below), and is effective as of "Term Commencement Date", as defined in the Agreement. Capitalized terms not otherwise defined in this Addendum shall have the meaning ascribed to them in the Agreement.

1. Controlling Terms. The terms of this Addendum modify and supplement the Agreement. Whenever any inconsistency or conflict exists between the Agreement and this Addendum, the terms of this Addendum control and supersede the Agreement. In all other respects, the terms of the Agreement are ratified and confirmed.

2. Placement Opportunities. USC shall identify prospective Candidates to the School/District for potential placement within the School/District, including assignment to a school-site supervisor of record. USC shall supply the Candidate's name, relevant program and background clearance information and type of assignment appropriately matching the prospect's needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of Candidates it shall accept as School Counselor Students, the length of assignments, and the distribution of assignments.

3. School-site Supervisor.

(a) The School/District shall make recommendations to USC regarding [staff members] whom School/District believes are appropriate to serve as "School-site Supervisors" (defined below). Through the School's/District's recommendations, USC's observations and School/District staff references, USC shall identify counselors and other staff working within the School/District to supervise and prepare School Counselor Candidates during their in-school experiences ("School-site Supervisors").

(b) Both the School/District and USC shall approve the participation of any staff as a School-site Supervisor, provided that the School/District shall use its best efforts to approve a sufficient quantity of School-site Supervisors necessary to oversee the agreed-upon number of School Counselor Candidates placed within the School/District at any time.

(c) Should any School-site Supervisor become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative School-site Supervisor to the School Counselor Candidate (excluding a substitute teacher that replaces the original School-site Supervisor within the School/District).

4. Credential Seeking Candidates. Any credential seeking USC School Counselor Candidate shall be required to sit for and pass applicable, state-specific exams (*for example, in California,* the California Basic Educational Skills Test), as applicable in the Candidate's state of residence, prior to the commencement of his or her assignment as a School Counselor Candidate.

5. Use of Audio. USC utilizes audio recording throughout its programs, including as an essential element of its instruction methodology. As such, any Candidate may make audio recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require Candidates to be responsible for obtaining appropriate and signed audio release/authorization forms (which USC shall provide to Candidate) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (*i.e.*, under the age of legal competence). The School/District may provide reasonable assistance to Candidates in obtaining signatures on such forms.

6. Performance Data. Should the School/District hire any school counselor Candidate(s), the School/District shall support USC's program evaluation initiatives by sharing student-level performance data for students he or she counsels to measure school counselor efficiency relative to other Master of Education in School Counseling graduates and to other new school counselors prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 6 shall survive the expiration or termination of the Agreement for any reason.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

OXNARD SCHOOL DISTRICT	**UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE ROSSIER SCHOOL OF EDUCATION**
Print Name: Lisa A. Franz, Director, Purchasing	**Print Name:** _____
Signature: _____	**Signature:** _____
Dated: _____	**Dated:** _____

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 07/01/2022

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
Willis Towers Watson Insurance Services West, Inc.
c/o 26 Century Blvd
P.O. Box 305191
Nashville, TN 372305191 USA

CONTACT NAME: Willis Towers Watson Certificate Center
PHONE (A/C, No, Ext): 1-877-945-7378 FAX (A/C, No): 1-888-467-2378
E-MAIL ADDRESS: certificates@willis.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Lexington Insurance Company	19437
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
University of Southern California, a corporation
3434 S Grand Ave
CAL 120-H
Los Angeles, CA 90089

COVERAGES

CERTIFICATE NUMBER: W25339630

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	X COMMERCIAL GENERAL LIABILITY			019210509	07/01/2022	07/01/2023	EACH OCCURRENCE	$ 2,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N	N / A					PER STATUTE / OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

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

CERTIFICATE HOLDER

Evidence of Coverage

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-84 – Haynes Education Center & S.T.A.R. Academy (DeGenna/Jefferson)

Haynes Education Center & S.T.A.R. Academy may provide a range of support services to the Special Education Services Department during the 2022-2023 academic year:

- Academic Tutoring or Transition Services
- In-Home & Hospital Services
- Educational Counseling & Guidance – Individual
- Language & Speech Therapy – Individual
- Occupational Therapy – Individual
- Behavior Intervention – School or Home Based
- Orientation and Mobility Instruction, Visual Impairment or Deaf/Hard of Hearing
- Academic Achievement Test or Transition Assessment
- Staff Placement – Special Education Teachers

Term of Agreement: July 1, 2022 through June 30, 2023

FISCAL IMPACT:
Total cost not to exceed $50,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-84 with Haynes Education Center & S.T.A.R. Academy.

ADDITIONAL MATERIALS:

Attached: Agreement #22-84, Haynes Ed.-S.T.A.R. Academy (13 Pages)
Rate Sheet (2 Pages)

OXNARD SCHOOL DISTRICT

Agreement #22-84

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Haynes Education Center & S.T.A.R Academy ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties".

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from July 1, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Fifty Thousand Dollars ($50,000.00), per the hourly rate sheet attached, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: Haynes Education Center & S.T.A.R. Academy
PO Box 400
La Verne, CA 91750
Attention: Dan Maydeck/Jacob Rosenthal
Phone: 909.593.2581, Ext. 268
Fax: 909.992.3018

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**HAYNES EDUCATION CENTER & S.T.A.R. ACADEMY:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-84**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-84

SERVICES

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

***PER ATTACHED PROPOSAL & RATE SHEET**

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

***PER ATTACHED PROPOSAL & RATE SHEET**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-84**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-84

COMPENSATION

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

Total compensation shall not exceed Fifty Thousand Dollars ($50,000.00), per the hourly rate sheet attached, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $50,000.00, per the hourly rate sheet attached, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-84**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-84

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.

(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:

Accountants, Attorneys, Education Consultants, Nurses, Therapists	$1,000,000
Architects	$1,000,000 or $2,000,000
Physicians and Medical Corporations	$5,000,000

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District.

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-84**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-84

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **HAYNES EDUCATION CENTER & S.T.A.R. ACADEMY**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

S.T.A.R. Academy – NPA/NPS
Rate Sheet 2022-2023

All services are provided by fully credentialed and/or licensed professionals

Compensatory Services***	Rate
Supplemental Academic Services (SAS) or Transition Services	$90 Per Hour
Occupational Therapy	$170 Per Hour
Language and Speech Services (LAS)/Therapy	$170 Per Hour
ERICS – ERHMS Counseling	$135 Per Hour
Parent Training	$135 Per Hour
Educational Counseling (1:1)	$135 Per Hour

***School District and Parent/Guardian will receive a final Summary Report upon completion of each authorized compensatory service/contracted hours. Summary reports will be provided and billed on the last hour/session for each student's services. Service authorizations over 30 hours will include quarterly progress reports.**

IEP-Based Services/Interim Placement**	Rate
NanoPod/Home Instruction/Resource Specialist Program (RSP) Services - SAI	
SAS/SAI – Direct Service (5 or more hours per week)	$120 Per Hour
SAS/SAI - RSP – Direct Service (Less than 5 hours per week)	$120 Per Hour
Prep/IEP: Includes updating goals progress, program planning, and IEP attendance Allocation: 1 hour for every 5 hours of direct service allocated	$120 Per Hour
Occupational Therapy (OT)	$170 Per Hour
OT - Prep/IEP Bundle Includes updating goals progress, program planning, and IEP attendance (10 hours per year)	$170 Per Hour
Language and Speech Services/Therapy (LAS)	$170 Per Hour
LAS - Prep/IEP Bundle Includes updating goals progress, program planning, and IEP attendance (10 hours per year)	$170 Per Hour
ERICS – ERHMS Counseling	$135 Per Hour
ERICS - Prep/IEP Bundle Includes updating goals progress, program planning, and IEP attendance (10 hours per year)	$135 Per Hour

IEP-Based Services Assessments	Rate
Adapted PE – Review of Records	$600 Per evaluation
Adapted PE – Triennial Assessment	$1000 Per evaluation
ERHMS/ERICS/DIS Counseling – Review of Records	$600 Per evaluation
ERHMS/ERICS/DIS Counseling – Triennial Assessment	$1000 Per evaluation
Language and Speech Assessment – Review of Records	$600 Per evaluation
Language and Speech Assessment – Triennial Assessment	$1000 Per evaluation
Occupational Therapy – Review of Records	$600 Per evaluation
Occupational Therapy – Triennial Assessment	$1000 Per evaluation
Physical Therapy Assessment – Review of Records	$600 Per evaluation
Physical Therapy Assessment – Triennial Assessment	$1000 Per evaluation
SAS - Triennial Assessment –Comprehensive Academic Assessment	$600 Per evaluation
SAS - Triennial Assessment – Review of Records	$1000 Per evaluation

HAYNES FAMILY OF PROGRAMS
EDUCATION CENTER
S.T.A.R. ACADEMY

****Cancellation Policy (CC24) - If the school or parent does not provide 24 hours-notice of student's absence to Haynes Family of Programs, we will automatically bill a minimum of 50% of scheduled hours. For example, if student's services are scheduled from 9:30 am to 11:30 pm (2 hours), we will bill district of student's non-attendance/absence a minimum of 1 hour**

Date Modified 03/11/2022

NanoCharge – Intensive Interventions	Rate
SAS/SAI – Intensive Intervention (Reading, Writing, or Math)***	$120 Per Hour
Occupational Therapy	$170 Per Hour
Language and Speech Services (LAS)/Therapy	$170 Per Hour
ERICS – ERHMS Counseling	$130 Per Hour

*****Intensive intervention programs may vary in length from 2 weeks (Bootcamp) or year long support. Services may be individual or small group (2-3 kids per group).**

Behavior Services – School/Home/Community Based Services**	Rate
Behavior Intervention Development (BID) – To Accompany BII Services	
Supervision to Accompany BII Services (1 hour BID for every 5 hours of BII direct service allocated.)	$135 Per Hour
Consultation with IEP Team/Parent	$135 Per Hour
Program Development/Training	$135 Per Hour
Behavior Intervention Implementation (BII)	
1:1 School/Community	$85 Per Hour
Transportation	$85 Per Hour
Behavior Intervention Development (BID) – Social Skills	
Social Skills with BCBA (16 – 2 Hour sessions; 2 hours BID Programing)	$135 Per Hour

****Cancellation Policy (CC24) - If the school or parent does not provide 24 hours-notice of student's absence to Haynes Family of Programs, we will automatically bill a minimum of 50% of scheduled hours. For example, if student's services are scheduled from 9:30 am to 11:30 pm (2 hours), we will bill district of student's non-attendance/absence a minimum of 1 hour**

Staff Training – Behavior	Rate
Behavior Intervention Fundamentals – Group (Max 20 participants)	$1500 flat rate
Behavior Intervention Plan – BIP Student Specific	
Individual (e.g. 1:1 aide training/teacher) includes observation, training, and follow-up	$1000 per student
Group (e.g. IEP Team) includes observation, training, and follow-up	$1500 per student

Assessments – Initials and IEEs	Rate
Adapted PE Assessment	$1950 Per evaluation
ERHMS Assessment	$2050 Per evaluation
Language and Speech Assessment	$2050 Per evaluation
Language and Speech Assessment - AAC Assessment (Check for Provider Availability)	$2250 Per evaluation
Occupational Therapy Assessment	$2050 Per evaluation
Occupational Therapy Assessment – AT Assessment (Check for Provider Availability)	$2250 Per evaluation
Physical Therapy Assessment	$2050 Per evaluation
Transition Assessment	$1850 Per evaluation
Functional Behavioral Assessment – One Location (School or Home)	$2750 Per evaluation
Functional Behavioral Assessment – Two Locations (School & Home)	$2850 Per evaluation
Functional Behavioral Assessment with 1:1 Aide Determination (School Based)	$2750 Per evaluation
Psycho Educational Assessment – Initial	$3000 Per Evaluation
Psycho Educational Assessment – IEE	$3750 Per Evaluation
Dyslexia/ Dysgraphia Evaluation	$2375 Per Evaluation
Targeted Evaluation - one area of concern- preschool transition social-emotional, academic, adaptive behavioral	$2050 Per evaluation
Rush Fee (Less than 30 days)	$750 per evaluation

*****Mileage will be billed for assessments in excess of 100 miles for providers location**

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-85, STAR of CA, ERA Ed (DeGenna/Jefferson)

Star of Ca, ERA Ed will provide classroom support as a Consultant and 1 to 1 Behavioral Therapist for identified special education and general education students during the 2022-2023 academic year.

Term of Agreement: July 1, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $2,000,000.00 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational services that the Board of Trustees ratify Agreement #22-85 with STAR of CA/ ERA Ed.

ADDITIONAL MATERIALS:

Attached: Agreement #22-85, STAR of CA-ERA Ed (4 Pages)
Scope of Services/Rate Sheet (7 Pages)
Certificate of Insurance (1 Page)

OXNARD SCHOOL DISTRICT

AGREEMENT #22-85 FOR CONSULTANT SERVICES

THIS AGREEMENT, made and entered into this 24th day of **August 2022**, by and between the OXNARD SCHOOL DISTRICT, located at 1051 S A St, Oxnard, CA 93030, hereinafter referred to as "District" and **STAR of CA LLC (dba STAR of CA, and ERA Ed)** located **4880 Market St, Ventura CA 93003**, hereinafter referred to as "Provider/Consultant".

W I T N E S S E T H:

WHEREAS, it is the desire of the Governing Board of the Oxnard School District to contract with professionally trained Consultant **provide professional development workshops and consultation support to para-educators and teachers working with students with emotional and behavioral challenges. Professional development workshops and consultation support will focus on building para-educator and teacher capacity for implementing individualized and classroom wide behavioral strategies to help resolve challenging behaviors and teach alternative behaviors that promote student success. STAR OF CA will also provide direct behavioral support to identified students to help stabilize them in their current placement or assist with transitions. In addition, STAR OF CA will collect, analyze, summarize, and disseminate behavioral data among district team members; and collaborate with district team members for purposes of coordination of care.**

WHEREAS, Provider in consideration of the mutual promises of the parties hereto, the District hereby retains the Provider upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, solely upon the following terms and conditions.

NOW THEREFORE, in consideration of the above facts and of the covenants and agreement contained herein, the parties hereto agree as follows:

1. **TERM OF AGREEMENT:** The term of this Agreement shall be for the period commencing

July 1, 2022 and terminating **June 30, 2023**

2. SERVICES: As directed by the District, Provider shall provide the services that are required by the District, including without implied limitation, the following: **provide professional development workshops and consultation support to para-educators and teachers working with students with emotional and behavioral challenges. Professional development workshops and consultation support will focus on building para-educator and teacher capacity for implementing individualized and classroom wide behavioral strategies to help resolve challenging behaviors and teach alternative behaviors that promote student success. STAR OF CA will also provide direct behavioral support to identified students to help stabilize them in their current placement or assist with transitions. In addition, STAR OF CA will collect, analyze, summarize, and disseminate behavioral data among district team members; and collaborate with district team members for purposes of coordination of care.**

The scope of the services provided shall be pursuant to this Agreement and subject to the approval of the District's designee in the District's sole, absolute and subjective discretion. In performing the services specified by the District as set forth herein above, Provider shall determine the methods, details, and means of providing such approved or agreed services.

Provider shall provide services at the direction of the District's designee in this matter who is designated as:

Danielle Jefferson **Director of Special Education Services**
(Name) (Title)

LOCATION: Provider shall provide the contracted services at the following location:
Oxnard School District School Sites.

However, it is understood and agreed that the time and place said services shall be rendered may be changed from time to time as determined by the District's designee.

3. COMPENSATION: District shall pay Provider a maximum amount of $2,306,000.00 pursuant to this Agreement. Provider shall be compensated at the rate of $58.42 per hour for 1 to 1 behavioral support to students, $113.50 per hour for behavioral consultation and supervision services, $370.00 for 2 hours workshops, and $740.00 for 4 hours workshops. The intensity and duration of services will be delivered as directed and determined by District.

Provider shall not be entitled to any other compensation or benefits from District of any kind or type, including, without implied limitation, benefits, insurance, and/or in-kind services.

Provider shall provide a monthly invoice to the District's designee detailing the service type, time spent, and date(s) of service of the services provided for the preceding month and any other billing breakdown as may be required by the District. Consultant shall, when requested by District, invoice individual projects separately by line item showing the type and quantity of time expended on the specific project(s). Consultant shall account for and invoice hours worked pursuant to this Agreement separately from any other agreement between the parties.

Progress payments shall be made by District at monthly intervals within a reasonable time thereafter, but in no event shall it exceed 60 days from receipt of an invoice from Consultant.

Provider shall assume all ordinary expenses incurred in connection with the performance of this Agreement. Such ordinary expenses shall include, without implied limitation, document reproduction expenses, computer and telephone charges. Services and expenses that are above the ordinary and are required shall not be reimbursable unless previously authorized in writing by District's designee and controlled by a Board approved addendum to this Agreement.

4. INDEPENDENT CONTRACTOR: While performing services hereunder, the District and Consultant acknowledge that Provider is an independent contractor and not an officer, agent or employee of the District. Consequently, Provider shall pay all personal State and federal taxes as an independent contractor and acknowledges that, as an independent contractor, Provider is not covered under California workers' compensation, unemployment insurance or other employment-related laws.

Provider shall at all times remain solely responsible for the services to be provided pursuant to this Agreement, regardless of whether Provider should choose to employ any agent(s), employees(s) or other representative(s) to perform any or all such service; provided however, because of Provider's special expertise and potential contact with students, Provider shall not subcontract, assign or otherwise transfer any portion of the services of this Agreement or any interest therein, without the prior written approval of the District's designee and the Superintendent in the District's sole absolute and subjective discretion. Any such attempts to subcontract, assign or otherwise transfer any portion of the services or this Agreement without the prior written approval of the District shall be void and without effect, and shall permit the District to terminate this Agreement immediately with no further payments due to Provider for work subcontracted, transferred or assigned as of the date of termination or the transfer, subcontracting or assignment whichever first occurred. In the event Provider is given written approval for the use of subcontractors, Provider acknowledges that all subcontractors shall comply with Section 6, Criminal Background Checks, of this Agreement. Any failure of Provider's subcontractors to comply with the terms of Section 6 shall subject Provider to liability pursuant to Section 7, Indemnity, of this Agreement.

Any subcontractor(s) allowed shall be at no additional expense to the District and shall be paid from Provider's own resources and billings. Provider shall pay all wages, salaries, benefits, and other amounts due to Provider's subcontractors, and shall be fully responsible for all reports and obligations respecting Provider's subcontractors.

5. INSURANCE: Provider shall, at Provider's expense, procure and maintain for the duration of this Agreement, general liability, workers' compensation and any other insurance required by applicable law or necessary to protect against claims for injuries to persons or damage to property which may arise from or in connection with the performance of this Agreement by Provider and Provider's subcontractors, agents, or representatives. All commercial general liability or comparable policies maintained by Provider will name the District, and such other persons as may be designated by the District as additional insureds, entitling them to recover under such policies for any loss sustained by them, their agents, board members, and employees as a result of the acts or omissions of Provider. Provider must immediately notify District of any reduction or termination in coverage.

A. LIABILITY INSURANCE: The general liability insurance shall have an 'each' occurrence limit of not less than one million dollars ($1,000,000) or as solely determined by the District by and through the Superintendent or designee.

B. WORKERS' COMPENSATION INSURANCE: The workers' compensation insurance shall insure Provider's obligations and liabilities under the workers' compensation laws of the State of California, including, without implied limitation, employers' liability insurance in the limits required by the laws of California.

6. CRIMINAL BACKGROUND CHECKS: As an independent contractor providing services requested by the District, Provider warrants and represents that, in the performance of this Agreement, neither Provider nor any of Provider's employees, and subcontractors, if approved pursuant to Section 4 of this Agreement, shall have substantial contact with any students. However, in the event that Provider or any of Provider's employees, or subcontractors may have more than limited contact with students as may be determined by the District in its sole, absolute and subjective discretion, Provider and all of Provider's employees, and subcontractors shall comply with all requirements related to fingerprinting as set forth in Education Code section 45125.1, and all District Administrative Regulations relating to the same and Criminal Background Checks, prior to any contact with any students, including without implied limitation, prior to coming onto school grounds.

7. INDEMNITY: The Provider shall defend, with Counsel chosen by District, and shall hold and keep harmless the District and all of its officers, employees, volunteers, attorneys, agents and assigns thereof from all claims, demands, causes of action, costs, expenses, liability, loss, damages or injury, in law or equity that may at any time arise or be set up because of injuries to or death of persons, including wrongful death, or damage to, loss, or theft of property, including District's personnel and property, in any manner arising out of, or in the course of, the performance of this contract or incident to any alleged acts, omissions or willful misconduct of Provider, Providers subcontractors, officers, employees, agents and representatives arising out of or in connection with the performance of services of this Agreement, including without implied limitation, the payment of all consequential damages and attorney's fees and other related costs and expenses. Provider shall defend, with counsel chosen by District, at Provider's own cost, expense and risk, any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against District, its board members, superintendent, employees, volunteers, attorneys, agents and assigns. Provider shall pay and satisfy any judgment, award or decree that may be rendered against District or its board members, superintendent, employees, volunteers, attorneys and agents in any such suit, action or other legal proceeding. Provider shall reimburse District, its board members, superintendent, employees, volunteers, attorneys, agents and assigns for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided. Provider's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by District, its board members, superintendent, employees, volunteers, attorneys, agents and/or assigns.

8. CONFIDENTIALITY: Provider and all personnel designated by Provider to perform under this Agreement shall maintain the confidentiality of all information received in the course of performing this Agreement. This requirement shall extend beyond the effective termination or expiration date of this Agreement. All materials and data prepared by Provider under this Agreement shall become the property of the District during and upon completion of the terms of this Agreement. All materials and data must be submitted to the District within 10 days of demand by the District.

9. CONFLICTS: Provider shall not engage in any activity that conflicts with, or has the appearance of conflicting with, the District. Provider agrees to abide by the District's Conflict of Interest Policy. Notwithstanding any other provision contained herein, the District shall, in the District's sole and complete discretion, have the right to immediately terminate this Agreement in the event it is determined by the Superintendent that a real or apparent conflict of interest exists that cannot be resolved.

10. TERMINATION: Except as otherwise provided in this Agreement, this Agreement may be terminated for any reason by giving 30 days' written notice to the other party.

11. LICENSING: Provider shall, during the term of this Agreement, obtain and maintain all licenses, certificates, permits and approvals of whatever nature that are legally required to provide the services required pursuant to this Agreement.

12. COMPLIANCE WITH LAWS: Provider shall keep fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the provision of services. In the event Provider performs any work contrary to such laws, rules and regulations, Provider shall be solely responsible for all costs arising there from.

13. GOVERNING LAW/VENUE: This Agreement shall be governed by the laws of the State of California, Ventura County. This Agreement shall not be governed by the Uniform Commercial Code. To the extent that there is to be delivery or performance of services under this Agreement, such services will not be deemed "goods" within the meaning of the Uniform Commercial Code. In the event of litigation, both parties agree that the appropriate venue shall be in the Superior Courts of the County of Ventura.

14. ASSIGNMENT: Provider agrees not to assign this contract or any interests therein without the approval in writing of the District. Any such attempt to assign or sublet this Agreement without District approval shall be invalid.

15. SEVERABILITY: If any one or more of the provisions of this Agreement are hereafter declared void or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

16. WAIVER: No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.

17. ARBITRATION: Any claims or controversy arising out of or related to this Agreement, or the breach thereof, shall first attempt to be settled by non-binding mediation utilizing a mutually agreed mediator. Should a claim or controversy not be resolved via mediation either party may file an action in a court of competent jurisdiction as provided in Section 13 of this Agreement. Both parties hereto agree to waive any claims for consequential damages pertaining to this agreement.

18. INCORPORATION OF EXHIBITS: All exhibits attached and referred to in this Agreement are incorporated as though fully set forth in this Agreement.

19. ENTIRE AGREEMENT: It is understood and agreed that this Agreement sets forth the entire understanding of the parties regarding the subject matter thereof and no modification or amendment to this Agreement shall be binding unless said modification or amendment is in writing and duly executed with the same formality as this Agreement itself.

IN WITNESS THEREOF, the parties hereto have set their hands on the date and in the month and year written below**.**

OXNARD SCHOOL DISTRICT:

Lisa A. Franz, Director, Purchasing	Date

STAR of CA LLC (dba STAR of CA and ERA Ed), VENTURA CA

Jeremy Hastings, President	7/20/22 Date

299 W Hillcrest Drive, Ste #110
Thousand Oaks, CA 91360
O (805) 379-1401
F (805) 379-1491
W www.eraed.com

Corporate Headquarters
4880 Market Street
Ventura, CA 93003
O (805) 644-7827
F (805) 650-1385
W www.starofca.com

2022/2023
PROGRAM DESCRIPTION OVERVIEW

STAR of CA (DBA: ERA Ed.) provides a range of behavioral and psychological services to support students with developmental and/or social-emotional disorders, in addition to their families. Students with a variety of barriers to accessing their education can participate in our school-based services, including those students may have or be at risk for an autism spectrum, mood/anxiety, and or behavior disorders that may be interfering with their school performance and ability to participate in the least restrictive environment (LRE).

Services provided include:
(1) Behavior intervention development and modification (BID)
(2) Behavior Intervention Implementation of Behavior Modification Plans (BII)
(3) Counseling and guidance services (CG)
(4) Parent counseling and training (PCT)
(5) Other psychological services aside from assessment and IEP development (PS)

ERA Ed.'s school-based services are derived from evidence-based practices such as Applied Behavior Analysis (ABA), Positive Behavioral Support (PBS), Dialectical Behavioral Therapy (DBT), Parent Child Interaction Therapy (PCIT), and Cognitive Behavior Therapy (CBT).

Leveraging Technology - ERA Ed. has the capacity to offer consultation support and IEP driven services through a telehealth or distance learning modality that is HIPAA/FERPA compliant. ERA Ed. offers an array of service options for the use of video technology where it may improve the training needs of district staff or the individualized learning needs of students. Leveraging telehealth or distance learning may also help overcome barriers to helping students and their families get access to services and supports that may otherwise be challenging due to environmental or scheduling constraints. Our teams can help assess goodness-of-fit to ensure this modality would offer an educational or clinical benefit. All services eligible for telehealth (TH) services are denoted below.

ERA Ed. Service Delivery Options for VENTURA COUNTY SELPA

Consultation Support – ERA Ed. delivers consultation support to schools, classrooms, and student teams. This consultation support includes focused training to school personnel, classroom team members, and instructional assistants in specific areas of need, classroom coaching, program development, and intermittent team meetings to facilitate program development, implementation, and progress monitoring. In this approach, ERA Ed. serves as an

integral member of the team providing ongoing communication between team members (e.g., classroom staff, the school site administration, and the Director of Pupil Services). Intermittent progress reports are developed to summarize progress in staff and classroom development, identify ongoing areas of need, and generate recommendations for responding to those needs.

IEP Driven Services - ERA Ed. can deliver behavioral health services to specific students in order to build their requisite skills and resolve emotional and behavioral challenges necessary for the student to participate in the least restrictive environment, access their curriculum, and demonstrate progress toward IEP goals. As a supplement to consultation support, the utilization of ERA Ed. for IEP driven services provides districts with an immediate response to addressing the needs of individual students. As part of a capacity-building strategy for school districts, ERA Ed.'s delivery of such services creates an exemplar of effective behavioral health services. As the students' emotional and behavioral challenges are resolved and relevant skills begin to emerge, an emphasis is placed on transferring responsibility from such behavioral health services back to district personnel so that the student learns to benefit from the natural supports that exist within their classroom and district team members. The IEP process is essential for reviewing the progress of such ERA Ed. delivered behavioral health services and determining how these services are transferred back to school districts.

ERA Ed. Description of Services & Fee Schedule

Behavioral Services

Consultation (CNSLT) – includes a variety of staff and program development related activities designed to build capacity in school district personnel, teams, classrooms, and schools. The focus of ERA Ed. consultation support is to address areas of need that district staff may have in utilizing Applied Behavior Analytic methodologies and other best practices to serve students with autism and emotional behavioral disorders. Consultation services can be IEP driven or be initiated as part of a District's broader staff training and development efforts. Consultation support is often preceded by a formal or informal needs assessment. *Telehealth Options Available.*

Instructional Assistant / Para-Educator Training – IEP driven consultation support designed to train district staff on implementation of a specific student's behavioral support plan, teaching to IEP goals, and carrying out data collection practices. *Telehealth Options Available.*

Classroom Program Development – ERA Ed's consultation support in the classroom is designed to enhance school district personnel's ability to respond to the educational and behavioral needs of their students. Positive Behavioral Interventions are incorporated into the classroom with an emphasis placed on optimizing the use of ecological arrangements, activity schedules, visual supports, communication systems, appropriate teaching strategies, and developing monitoring systems for reviewing student progress and staff success with program implementation. Trainings can include but are not excluded to: Positive Behavior Support in the Classroom; Establishing and Maintaining Social Skills Curriculum in the Classroom; Data

Collection – to Support Analysis of Progress toward IEP Goals; Implementing Discrete Trial Training (DTT) in the Classroom, and Pivotal Response Treatment (PRT) in the Classroom. The consultation support is delivered through intermittent team meetings, small group trainings, and coaching within the classroom milieu.

Workshops – A variety of workshops can be developed at the district's request for more general teacher or broader district training needs. Workshop content and format are determined through conducting brief needs assessments that would include discussion with district personnel and opportunities to observe within the settings in which the training content is to be applied. Follow up coaching delivered in the target settings is an essential component to the workshop model. *Telehealth Options Available.*

Assessments (FBA/FAA) - ERA-Ed provides comprehensive Functional Behavioral Assessments (FBA, FAA) conducted in compliance with the requirements set forth from IDEA. The assessments take place across multiple observations and across settings as needed. Assessments include the development of (a) proposed goals associated with the student's needs to inform programming (b) a positive behavior intervention plan (PBIP) that addresses proactive, teaching and reactive strategies to address specific challenging behaviors and teach replacement behaviors, a safety plan if needed and (c) recommendations for service delivery to assist the treatment team in planning.

Direct Instruction (BII) – ERA-Ed provides highly trained behavior technicians who deliver one-on-one direct instruction using Applied Behavior Analytic interventions for students as part of their IEP in order to resolve challenging behaviors, teach replacement behaviors and develop academic readiness and social skills. Direct instruction can be delivered across all settings (e.g., school, home, community) deemed relevant to support the implementation of the student's IEP. *Telehealth Options Available.*

Supervision (BID) – This service includes a range of supervisory activities designed to support the implementation of the student's behavioral program as specified in their IEP. As part of the supervision model, each ERA-Ed behavior technician is trained, evaluated, and monitored by the supervisor as part of our ongoing quality assurance process. The supervisor visits the student's school, or other settings in which intervention is delivered (e.g., home, community), weekly to assess the program, support the behavior technician, and address classroom team and family questions or concerns. To ensure proper program implementation, fidelity of implementation data and reliability data are taken on each ERA Ed. behavior technician. Supervision also includes activities such as reviewing behavioral data and making necessary program changes (e.g., revising data collection systems, adapt teaching strategies), meeting with the behavior technician to discuss student progress, writing progress reports, and participating in monthly team meetings and IEPs. *Telehealth Options Available.*

Psychological Services

Counseling and Guidance Services (CG) – ERA Ed. counseling and guidance services include counseling for both short- and long-term educational programs – individual/group counseling in which the student is helped to develop their social, emotional, and behavioral functioning in order to promote self-determination and personal responsibility. Counseling and guidance services can be delivered in either individual or group-based modalities to best meet the needs of students, and are delivered in our agency office suite, at the school site, and in the home when applicable. Counseling services are provided by licensed mental health professionals (e.g., Licensed Clinical Social Workers, Licensed Marriage and Family Therapists) and mental health associates (Associate Clinical Social Workers, Associate Marriage and Family Therapists, Associate Professional Clinical Counselors, Registered Psychology Assistants). *Telehealth Options Available.*

Parent Counseling and Training (PCT) – ERA Ed. parent counseling and training services assist families in understanding the unique needs of their child and provides them with information and strategies they can use to assist their child in reaching their short- and long-term educational program goals and objectives. These services are delivered in home and community settings as well as in our agency office suite and can also be delivered via group-based formats using a psychoeducation model. These services are provided by licensed mental health professionals (e.g., Licensed Clinical Social Workers, Licensed Marriage and Family Therapists) and mental health associates (Associate Clinical Social Workers, Associate Marriage and Family Therapists, Associate Professional Clinical Counselors, Registered Psychology Assistants). *Telehealth Options Available.*

Psychological Services (PsychServ) – ERA Ed. psychological services include conducting consultation, interviewing, assessment, diagnosis, and psychotherapy to assist students in implementing their short and long-term educational program goals and objective. These services are provided by licensed mental health professionals (e.g., Clinical Psychologists, Licensed Clinical Social Workers, Licensed Marriage and Family Therapists). *Telehealth Options Available.*

Assessments (Psychoeducational, Education-Related Mental Health Services).
ERA Ed. is able to conduct a wide range of psychological assessment services, including ERICS assessments and individualized psychoeducational assessments. All assessment services are conducted by licensed mental health professionals, including psychologists when necessary.

Mental Health Case Management/ Consultation (CNSLT-MH) – ERA ED. Mental Health Consultation involves performing collateral, indirect activities to support direct student counseling services. This includes activities such as IEP attendance, goal development, progress reporting, staff support, linking treatment across environments, and ongoing consultation with internal and external treatment providers. *Telehealth Options Available.*

Wraparound Services (WRAP or Social Work Services). ERA Ed. implements a team approach for Wraparound Services, utilizing evidence-based treatments and interventions. Core elements of Wraparound Services are provided in stepwise order:

1. System stabilization (Assessment as necessary)
2. Parent Management Training (Parent Counseling and Training, Positive Behavior Supports)
3. Generalizing supports to the educational environment (Mental Health Consultation/Psychological Services)
4. Individual counseling (Counseling and Guidance Services)
5. Family counseling (Counseling and Guidance Services)

The Wraparound (WRAP) team utilizes a Mental Health Associate model for direct services (i.e., counseling, positive behavior support) delivered in the home/community setting (e.g., school) with additional consultation and in-office/tele-health (e.g., telephone, videoconferencing) psychotherapy with licensed providers. All WRAP teams are managed by a licensed psychologist. Behavioral technicians are also available to assist the WRAP team with System stabilization and Parent Management Training in the home and community setting (e.g., school).

The intensity of WRAP services will depend on student need and may vary across time. As such, a flat 12-hour/30-day intake and triage package is available for those IEP teams in need of specific WRAP treatment recommendations. Further, all WRAP services are modular; comprehensive WRAP programs are able to be individually tailored by service, and according to student and family need. *Telehealth Options Available.*

On-site Counselor

The on-site counselor position is a fixed, 30-hour weekly position. One counselor can be assigned to 1 or 2 school sites and provides approximately 25 hours weekly of direct counseling support (individual, group, parent) at the school site. The remaining weekly hours would be designated to deliver the following indirect services:

- IEP attendance
- Goal creation
- Consultation with IEP team
- Tracking and notifying service dates for the IEP team
- Progress Reports

The on-site counselor position would also solve barriers to weekly service delivery, including:

1. One therapist per site would allow IEP Team members to easily know/identify the counselor with the ability for drop-in/on-site consultation.
2. The On-Site Counselor would track all IEP Service dates and can provide reminders to IEP teams.
3. The On-Site Counselor would have the same space/rooms assigned, thereby eliminating daily searches for inconsistent space needs.

4. The On-Site Counselor would have Increased flexibility with scheduling student services (I.e., if a student is unavailable at a specific day/time the counselor would have more potential ability to pull the student later in the week).

Other Provisions:

Last Minute Cancellation: Cancellations that occur within 1.5 hours of the scheduled start time or when a student no shows are occasions when ERA Ed. incurs labor costs for deploying our providers. ERA Ed. may bill a minimum of 1 hour for last minute cancellations or no shows per session, not to exceed the length of the scheduled session unless otherwise specified.

Wait Time: Providers waiting for the student to arrive may represent non-billable time where ERA Ed. incurs labor costs for deployed providers. ERA Ed. may bill a minimum of 15 minutes per scheduled session for wait time, not to exceed the length of the scheduled session unless otherwise specified.

2022/2023 RATE TABLE

BEHAVIORAL SERVICES	SrvCode	Rate	Per
Consultation	CNSLT	$113.50	/hr
Assessments (FBA/FAA)	EVAL	$113.50	/hr
Supervision	BID	$113.50	/hr
Bus Aide BID	BUS AIDE-BID	$113.50	/hr
Direct Instruction	BII	$58.42	/hr
Bus Aide BII	BUS AIDE-BII	$58.42	/hr
Last-Minute Cancellation/No Show	LMC-ABA	$58.42	/hr
BII Wait Time	BII Wait Time	$58.42	/hr
PSYCHOLOGICAL SERVICES	**SrvCode**	**Rate**	**Per**
Assessments (Psycho-educational, Education-Related Mental Health Services)	ERMHS-ASMT	$113.48	/hr
Mental Health Consultation - Licensed Mental Health Professional	CNSLT-LMHP	$89.88	/hr
Mental Health Consultation – Mental Health Associate	CNSLT-MHA	$67.40	/hr
Individual Counseling Services – Licensed Mental Health Professional	CILMHP	$89.88	/hr
Individual Counseling Services – Mental Health Associate	CIMHA	$67.40	/hr
Counseling & Guidance Services (CG) – Licensed Mental Health Professional	CNSLGRP-LMHP	$89.88	/hr
Counseling & Guidance Services (CG) – Mental Health Associate	CNSLGRP-MHA	$67.40	/hr
Parent Counseling & Training (PCT) - Licensed Mental Health Professional	CFLMHP	$89.88	/hr
Parent Counseling & Training (PCT) –Mental Health Associate	CFMHA	$67.40	/hr
Psychological Services	PsychServ	$118.52	/hr
Wrap services - MH Licensed Mental Health Professional	Wrap:LMHP	$89.88	/hr
Wrap services - MH Associate	Wrap:MHA	$67.40	/hr
Wrap services - Licensed Psychologist	Wrap:Psych	$118.52	/hr
On-Site Counseling - MH Licensed Mental Health Professional	OnSite:LMHP	$89.88	/hr
On-Site Counseling - MH Associate	OnSite:MHA	$67.40	/hr
Last-Minute Cancellation/No Show	LMC-MH	$67.40	/hr
MH Wait time	MH WaitTime	$67.40	/hr

CERTIFICATE OF LIABILITY INSURANCE

5/21/2022

DATE (MM/DD/YYYY) 5/20/2021

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
Lockton Companies
1185 Avenue of the Americas, Suite 2010
New York NY 10036
646-572-7300

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Navigators Specialty Insurance Company	36056
INSURER B : Trumbull Insurance Company	27120
INSURER C : Twin City Fire Insurance Company	29459
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
1479880
STAR of CA LLC (dba STAR of CA, ERA Ed)
4880 Market Street
Ventura CA 93003

COVERAGES **CERTIFICATE NUMBER:** 16850196 **REVISION NUMBER:** XXXXXXX

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	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE / X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY / PRO-JECT / LOC OTHER:	Y	N	CE21HCPZ089DNNC	5/21/2021	5/21/2022	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 3,000,000
							PRODUCTS - COMP/OP AGG	$ 3,000,000
								$
B	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY	N	N	3UUNHF7003	5/21/2021	5/21/2022	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$ XXXXXXX
							BODILY INJURY (Per accident)	$ XXXXXXX
							PROPERTY DAMAGE (Per accident)	$ XXXXXXX
								$ XXXXXXX
A	X UMBRELLA LIAB / X OCCUR EXCESS LIAB / X CLAIMS-MADE DED / RETENTION $	N	N	CE21HCPZ08ELVNC	5/21/2021	5/21/2022	EACH OCCURRENCE	$ 5,000,000
							AGGREGATE	$ XXXXXXX
								$ XXXXXXX
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: N If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	N	39 WB BX6853	5/21/2021	5/21/2022	X PER STATUTE / OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Professional Liab.	N	N	CE21HCPZ089DNNC	5/21/2021	5/21/2022	$1,000,000 Limit $3,000,000 Aggregate	
A	Sexual Abuse & Molestation			CE21HCPZ089D NNC	5/21/2021	5/21/2022	$1,000,000 Limit $3,000,000 Aggregate	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Certificate Holder is included as an Additional Insured on the General Liability policy where required by written contract.

CERTIFICATE HOLDER

16850196
Oxnard School District
Pupil Services
1051 South A Street
Oxnard CA 93030

CANCELLATION See Attachments

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #22-106 – 3E Consulting Group (DeGenna/Rubin)

Mr. Daryton Ramsey will design and deliver customized professional learning using an action lab design model which includes ongoing design, implementation and evaluation support of Professional Learning Communities for the Kamala Elementary School certificated and classified staff. The Action Lab design emphasizes a targeted knowledge and skill development with a focus on implementation, reflection and improvement cycles. The proposal is predicated on providing knowledge/skill building with ongoing support via virtual coaching for Kamala Elementary School staff.

Term of Agreement: August 1, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $15,000.00 – Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Principal, Kamala School, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-106 with 3E Consulting Group.

ADDITIONAL MATERIALS:

Attached: Agreement #22-106, 3E Consulting Group (13 Pages)
Proposal (2 Pages)
Certificate of Insurance (1 Page)

OXNARD SCHOOL DISTRICT

Agreement #22-106

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Daryton A. Ramsey/3E Consulting Group ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 1, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Fifteen Thousand Dollars ($15,000.00), unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Anna Thomas
Phone: 805.385.1501, x2302
Fax: 805.486.6084

To Consultant: Daryton A. Ramsey/3E Consulting Group
4600 Andrews Hwy., #D201
Midland, TX 79703
Phone: 915.526.6437
Email: daramse@gmail.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**DARYTON A. RAMSEY/3E CONSULTING GROUP:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-106**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-106

SERVICES

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

***PER ATTACHED PROPOSAL**

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

***PER ATTACHED PROPOSAL**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-106**

<u>EXHIBIT B</u>
TO AGREEMENT FOR CONSULTANT SERVICES #22-106

COMPENSATION

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

Total compensation shall not exceed Fifteen Thousand Dollars ($15,000.00), unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $15,000.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-106**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-106

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, Nurses, Therapists~~	~~$1,000,000~~
~~Architects~~	~~$1,000,000 or $2,000,000~~
~~Physicians and Medical Corporations~~	~~$5,000,000~~

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability~~, and Abuse/Molestation Coverages~~.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and ~~Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-106**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-106

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **DARYTON A. RAMSEY/3E CONSULTING GROUP**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

3E Consulting Group

Execute. Equity. Excellence.

Daryton A. Ramsey, M.A.
daramse@gmail.com
915.526.6437

Oxnard School District - Kamala Elementary
PLC Action Lab

This is a 1 year proposal to design and deliver customized professional learning using an Action Lab design model which includes ongoing design, implementation and evaluation support of Professional Learning Communities for the Kamala Elementary School certificated and classified staff. The Action Lab design emphasizes a targeted knowledge and skill development with a focus on implementation, reflection and improvement cycles. The proposal is predicated on providing knowledge/skill building with ongoing support, via virtual coaching for the KES staff.

This customized professional learning is based on the work of multiple researchers and authors such as Dr. Anthony Muhammad, Dr.Rick Dufour, Dr. Anthony Bryk, Dr. Sharon Krame, Dr. Thomas Many. The goal of the learning sessions would be to develop KES staff's knowledge/skill capacity in the Professional Learning Communities school improvement model. Building knowledge and skill capacity would mean that participants will build an awareness, "next practice level" of understanding regarding the purpose and practice of Professional Learning Communities (PLC). This would include establishing a school performance context, developing an equity focused lens, identifying instructional strengths/opportunities for collective growth and developing a compelling purpose for engaging in the PLC work. As a first year outcome, the KES grade level teams will engage in school-wide improvement efforts at their grade/department level guided by the 4 Critical Questions and focused on the following:

- ★ Q1- What knowledge, skill and dispositions should every student acquire as a result of a unit, lesson, course or grade level?
  - Prioritizing Essential Standards (knowledge and skills)
  - Identifying Learning Targets
- ★ Q2- How will we know when each student has acquired the essential knowledge and skills?
  - Creating Common Formative Assessments
  - Analyzing Student Work
  - Building Data Literacy - Analyzing Assessment Data
- ★ Q3-How will we respond when students do not learn?
  - Analyzing instructional strategies/Reviewing Assessments
  - Planning Classroom Interventions/Utilizing a System of Support
- ★ Q4-How will we extend learning for students who are proficient?
  - Planning aligned enrichment activities

All staff members (certificated and classified) would receive two 4 hour sessions of introductory PLC training designed to be implemented using an iterative PDSA improvement model beginning in Fall of 2022.

3E Consulting Group

Execute. Equity. Excellence.

Daryton A. Ramsey, M.A.
daramse@gmail.com
915.526.6437

This will require 1 day in person visits
Revised= 2 days x $4000

The whole staff would receive four 2 hour coaching and support sessions designed to support their implementation of PLC practices guided by the four critical questions. The virtual sessions would be adapted to "meet the staff members where they are" in PLC implementation. The coaching and support would be designed to support the staff in moving their individual and collective PLC practices to the next most logical level of work.

This will require four 2 hour coaching and support sessions
(8 total hours of virtual coaching/support sessions x $400)

The whole staff would receive an end of year 2 hr "PLC Next Level of Work" virtual session. This would include reflection, evaluation and planning for introducing PLC practices school-wide as a part of their planning for next year(such as SPSA/Campus Improvement Plan, Comprehensive Needs Assessment etc).

This would require 1 two hour session
(1 PLC Next Level of Work virtual session(s) x $600)

*Sessions to be scheduled and invoiced as per schedule

- Sessions scheduled but not completed will be invoiced at total session investment
- Sessions must be canceled and rescheduled with 72 hour notice

Year 1 Calculation : $8K+ $2200(virtual) + 5K(travel, food, hotel, car rental) **= $15, 200**
Year 1 Equity Calculation = $15,200 - $200(Equity First Investment)

YEAR 1 Total Investment = $15K

Dates of Service: Dates: AUG 2022 to June, 2023

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 09/14/2021

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		
Hiscox Inc. 5 Concourse Parkway Suite 2150 Atlanta GA, 30328	CONTACT NAME:	
	PHONE (A/C, No, Ext): (888) 202-3007	FAX (A/C, No):
	E-MAIL ADDRESS: contact@hiscox.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Hiscox Insurance Company Inc	10200
INSURED Daryton Ramsey 4600 Andrews Hwy Apt D201 MIDLAND TX 79703	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE / OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					PER STATUTE / OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Professional Liability			UDC-4957398-EO-21	09/15/2021	09/15/2022	Each Claim: Aggregate:	$ 1,000,000 $ 1,000,000

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

CERTIFICATE HOLDER

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #22-107 – Mind Research Institute (DeGenna/Prater)

Mind Research Institute provided onsite/in-person professional learning on August 11, 2022, in the implementation of the ST Math Early Learning Math Supplemental Curriculum for OSD PK Teachers (San Miguel), and all district TK teachers. Teachers learned how to effectively use resources with students to encourage math discourse and support students' emergent schemes for understanding math. The curriculum component is standards-based, hands-on, and included concept-based activities and language integration activities.

FISCAL IMPACT:
Not to exceed $2,000.00 – Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Manager, Mathematics & Physical Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-107 with Mind Research Institute.

ADDITIONAL MATERIALS:

Attached: Agreement #22-107, Mind Research Institute (13 Pages)
Quote-Proposal (4 Pages)

OXNARD SCHOOL DISTRICT

Agreement #22-107

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Mind Research Institute ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties".

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from **August 11, 2022 through August 11, 2022** (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Two Thousand Dollars ($2,000.00), unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

15. **Compliance with Applicable Laws**. In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

a. Indemnification for Professional Liability. Where the law establishes a professional standard of care for Consultant's Services, to the fullest extent permitted by law, Consultant shall indemnify, protect, defend and hold harmless District and any and all of its officials, elected board members, employees and agents ("Indemnified Parties") from and against any and all losses, liabilities, damages, costs and expenses, including attorney's fees and costs to the extent same are caused in whole or in part by any negligent or wrongful act, error or omission of Consultant, its officers, agents, employees or sub-

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

b. Indemnification for Other than Professional Liability. To the full extent permitted by law, Consultant shall indemnify, protect, defend and hold harmless the Indemnified Parties from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys fees and costs, court costs, interest, defense costs, and expert witness fees), arising out of or in any way attributable to the performance of this Agreement by Consultant or by any individual or entity for which Consultant is legally liable, including but not limited to officers, agents, employees or sub-contractors of Consultant.

c. General Indemnification Provisions. Consultant agrees to obtain executed indemnity Agreements with provisions identical to those set forth here in this section from each and every sub-contractor or any other person or entity involved by, for, with or on behalf of Consultant in the performance of this Agreement. In the event Consultant fails to obtain such indemnity obligations from others as required here, Consultant agrees to be fully responsible according to the terms of this section. Failure of District to monitor compliance with these requirements imposes no additional obligations on District and will in no way act as a waiver of any rights hereunder. This obligation to indemnify and defend District as set forth here is binding on the successors, assigns or heirs of Consultant and shall survive the termination of this Agreement.

_____ (Initials)

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

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

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

To District: Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Julie Prater
Phone: (805) 385.1501 x2351
Fax: (805) 486.6084

To Consultant: MIND Research Institute
5281 California Avenue, Suite 300
Irvine, CA 92617
Attention: Emily Young
Phone: (949) 345.8346
Fax: (847) 840-2050
Email: eyoung@mindresearch.org

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein. This Agreement supersedes any prior understanding or agreement, oral or written, of the parties with respect to said matters.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**MIND RESEARCH INSTITUTE:**
_____	_____
Signature	*Signature*
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	*Typed Name/Title*
_____	_____
Date	*Date*
Tax Identification Number: 95-6002318	Tax Identification Number: 33-0798804

☐ Not Project Related

☑ Project **#22-107**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-107

SERVICES

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

PER ATTACHED QUOTE #00010512

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

PER ATTACHED QUOTE #00010512

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

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

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

☐ None.

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

☐ None.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project **#22-107**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-107

COMPENSATION

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

Total Compensation Not to Exceed $2,000.00

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

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

E. Line items for all materials properly charged to the Services.

IV. The total compensation for the Services shall not exceed $2,000.00, as provided in Section 4 of this Agreement.

☑ Not Project Related

Project

~~EXHIBIT C~~
~~TO AGREEMENT FOR CONSULTANT SERVICES #22-107~~

~~INSURANCE~~

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

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

~~(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.~~

~~(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).~~

~~(3) Insurance coverage should include:~~

~~1. owned, non-owned and hired vehicles;~~
~~2. blanket contractual;~~
~~3. broad form property damage;~~
~~4. products/completed operations; and~~
~~5. personal injury.~~

~~(4) Workers' Compensation insurance as required by the laws of the State of California.~~

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, Nurses, Therapists~~	~~$1,000,000~~
~~Architects~~	~~$1,000,000 or $2,000,000~~
~~Physicians and Medical Corporations~~	~~$5,000,000~~

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

~~II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:~~

~~A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District~~

~~B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.~~

~~(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.~~

~~(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.~~

~~(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.~~

~~(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.~~

~~III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.~~

~~A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.~~

~~B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.~~

~~C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.~~

☐ Not Project Related

☑ Project **#22-107**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-107

CONFLICT OF INTEREST CHECK

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

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

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

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

Quote

5281 California Avenue, Suite 300
Irvine CA 92617
949-345-8700
866-569-7014
www.mindresearch.org

Created Date	7/26/2022
Quote Number	00010512
Expiration Date	10/1/2022
Partnership Manager	Emily Young
Partnership Manager Email	eyoung@mindresearch.org
Renewal Rep	Mary Jane Smith
Renewal Rep Email	mjsmith@mindresearch.org

Bill To Name	OXNARD SCHOOL DISTRICT
Bill To	1051 S A ST OXNARD, CA 93030-7442 United States

Ship To Name	OXNARD SCHOOL DISTRICT
Ship To	1051 S A ST OXNARD, CA 93030-7442 United States

Product	Account	Quantity	Detail Description	Total Price
Onsite Professional Learning	OXNARD SCHOOL DISTRICT	2.00	Onsite Professional Learning for New Teachers Sessions to be delivered onsite/in-person by professional learning specialist	USD 2,000.00

Subtotal	USD 2,000.00
Grand Total	USD 2,000.00

Prepared By	Emily Young
Email	eyoung@mindresearch.org

Please submit purchase orders:
By email: purchaseorders@mindresearch.org
By Fax: 1-866-569-7014
You can view our technical requirements here.
Thank you for being an ST Math partner!

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Research Institute's Terms of Use as described at http://www.mindresearch.org/misc/terms/.

MIND Research complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Privacy Policy can be found at http://www.mindresearch.org/misc/privacy/.

At MIND Research Institute, we believe every student has the potential to deeply understand,and truly love math. Our award-winning, standards-aligned ST Math program uses a patented model that leverages the way students learn. This visual, spatial-temporal approach to learning better equips students to tackle unfamiliar math problems. Without language barriers, the problem is accessible to more students, regardless of skill level or language background. The animated, informative feedback offers an intrinsically motivating learning experience, that shows students the mathematical consequences of each answer. With ST Math, students build deep conceptual understanding, and schools see proven, repeatable results.

Foundations of ST Math

Introduce new teachers to ST Math.

Foundations of ST Math is an in-depth learning opportunity for those new to ST Math. Participants will immerse themselves in a variety of hands-on experiences that will teach them how ST Math works. Educators will come away with a plan to effectively implement the program with their students.

Learning Objectives:

Participants will be able to:

- Play ST Math games to discover how learning happens in ST Math
- Support Students in ST Math
- Create a plan to introduce ST Math to students
- Set goals and monitor students in ST Math

On-site
Two hour session with breaks
(See Additional Pages for Agenda)

Professional Learning with MIND:

MIND Research Institute - creators of ST Math - empowers teachers with professional learning to build a greater understanding of how students learn, develop their math content knowledge, and employ strategies that impact student learning. A dynamic trainer will guide your staff in a high-task collaborative workshop with hands-on, engaging, and relevant topics that will be immediately applied in the classroom–helping teachers and administrators to deepen their math pedagogy and effectively use the ST Math program. Read more about our trainer expertise here.

AGENDA, NOTES & RESOURCES

	OUTLINE	NOTES/QUESTIONS
1	**Introduction & Play!** • ***What do you already know?*** • Experience ST Math • ***What did you notice & wonder?*** • ***How did you feel about ST Math as a student?*** • Mission	
2	**ST in ST Math** • ST in ST Math • Play the Game: JiJi Cycle	What does the ST in ST Math stand for?
3	**Design of ST Math** • Who is JiJi? • Visual to Symbolic design • Play the Game: How Many Legs • Formative Feedback	
4	**Neuroscience of ST Math** • Perception-Action Cycle • Problem Solving Process • Practice Animation Controls ***double click on the screen while the animation plays.*	
5	**Student Experience in ST Math** • Student Experience • ***What did you notice when you got a puzzle wrong?*** • Navigation Review • Productive Struggle	
6	**What has resonated with you so far?**	
7	**Getting Started with Students** • Guided Intro to ST Math • Student Sign-in • Monitoring student usage • Impact of ST Math (research)	

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8	**Planning for a Successful launch** • ***How could you schedule ST Math to meet your weekly minutes?*** • ST Math Implementation Plan	
9	**Wrap up & Resources** • Explore resources (Demo logins) • ***What are you excited about?*** • ***What are you still nervous or wondering about?*** • PL: ST Math Academy • Support: ST Math Help	

10	**Event Code**		**Survey Link**	https://stmath.info/plsurvey

ADDITIONAL INFORMATION

RESOURCES:	LEARN MORE:

• Visual to Symbolic Slider
• Play the game: How Many Legs
• Problem Solving Process
• Guided Introduction to ST Math
• Implementation Planning Document
 	
• **Family Resources**
  ○ Interactive Family Intro to ST Math
  ○ Family Letters
  ○ Family Resource Site
	• Perception-Action Cycle
	• The Science of Spatial-Temporal Math
	• Involving Families

STILL HAVE QUESTIONS?

ST Math Support: support@mindresearch.org | 1-888-491-6603 | help.stmath.com

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-112 – Dynam!c Education Services Inc. (DeGenna/Jefferson)

Dynam!c Education Services Inc. will provide special education and related services for Oxnard School District students from grades K-8 on a One-to-One basis, direct to the student's home, or at a local public library, depending on parent's preference. Services are offered/scheduled Monday to Friday from 4:00pm to 8:00pm or weekends (Saturday/Sunday). Sessions are typically 1 to 2 hours in length and scheduled 1 to 3 days per week.

Term of Agreement: July 1, 2022 through June 30, 2023

FISCAL IMPACT:
Total cost not to exceed $150,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-112 with Dynam!c Education Services Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #22-112, Dynam!c Education Services Inc. (13 Pages)
Scope of Work (1 Page)
Rate Sheets (4 Pages)
Certificate of Insurance (1 Page)

OXNARD SCHOOL DISTRICT

Agreement #22-112

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Dynam!c Education Services Inc. ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties".

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from July 1, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed One Hundred Fifty Thousand Dollars ($150,000.00), per the hourly rate sheets attached, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: Dynam!c Education Services Inc.
1150 E. Orangethorpe Ave., Suite 107
Placentia, CA 92870
Attention: Jonas Maceda
Phone: 714.823.3361
Fax: 714.333.4030

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**DYNAM!C EDUCATION SERVICES INC.:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-112**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-112

SERVICES

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

***PER ATTACHED SCOPE OF WORK & RATE SHEETS**

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

***PER ATTACHED SCOPE OF WORK & RATE SHEETS**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-112**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-112

COMPENSATION

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

Total compensation shall not exceed One Hundred Fifty Thousand Dollars ($150,000.00), per the hourly rate sheets attached, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $150,000.00, per the hourly rate sheets attached, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-112**

~~EXHIBIT C~~
~~TO AGREEMENT FOR CONSULTANT SERVICES #~~

~~INSURANCE~~

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

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

~~(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.~~

~~(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).~~

~~(3) Insurance coverage should include:~~

~~1. owned, non-owned and hired vehicles;~~
~~2. blanket contractual;~~
~~3. broad form property damage;~~
~~4. products/completed operations; and~~
~~5. personal injury.~~

~~(4) Workers' Compensation insurance as required by the laws of the State of California.~~

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, Nurses, Therapists~~	~~$1,000,000~~
~~Architects~~	~~$1,000,000 or $2,000,000~~
~~Physicians and Medical Corporations~~	~~$5,000,000~~

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

~~II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:~~

~~A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District.~~

~~B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.~~

~~(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.~~

~~(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.~~

~~(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.~~

~~(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.~~

~~III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.~~

~~A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.~~

~~B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.~~

~~C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.~~

☐ Not Project Related

☑ Project #**22-112**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-112

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **DYNAM!C EDUCATION SERVICES INC.**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

1150 E. Orangethorpe Avenue, Suite 107, Placentia, CA 92870 Office : 714-823-3361 Fax : 714-333-4030

Non-Public Agency (NPA) services – Scope of Work

Oxnard School District

NPA Provider:	**Dynamic Education Services, Inc.**
Address:	1150 E. Orangethorpe Avenue, Suite 107, Placentia, CA 92870
Invoice Payment/Remittance	**E-Capital for Dynamic Education Services, Inc.** **P.O. Box 742890, Atlanta, GA 30374-2890**
Contact Person:	Jonas Maceda, CEO/Director
Contract Invoice/Billing:	Mai Hua, CFO
Phone:	**(714) 823-3361 – Jonas / (714) 643-8952 - Mai**
Fax:	**(714) 333-4030**
E-mail:	jonas@dynamicedservices.net / **mai@dynamicedservices.net**

1. Brief description (a paragraph) regarding the types of services your company can provide to students.

Dynamic Education Services, Inc. collaborates with Local Education Agencies (LEAs) to develop and implement successful year-round Non-Public Agency (NPA) or Compensatory services throughout California. We provide special education and related services for students from grades K-12 or ages 5 to 22, on a One-to-One basis, direct to the student's home or at a local/public library, depending on parent's preference. Services are offered/scheduled Monday to Friday from 4:00 pm to 8:00 pm or weekends (Saturday/Sunday). Sessions are typically 1 to 2 hours in length and scheduled 1 to 3 days per week. All Education Specialists and/or Therapists have a current credential and/or license for their respective fields, have passed background checks (through the California Department of Justice and FBI), and have obtained a negative result from Tuberculosis screening.

2. Cost(s) associated with your program (hourly rate):
    a. **See attached Rate Sheet 2022-2023 for direct services/therapy or assessments**
    b. **Oxnard School District will provide a signed authorization, contract/consultant agreement for each student referral of NPA services to Dynamic Education Services.**

3. Location of services: **Student's home or the local library — parent's choice.**

5. Schedule of services. This is the parent's choice.

- **Afternoons, evenings Monday to Friday from 4:00 to 8:00 pm, or weekends.**

Non-Public Agency (NPA)
Rate Sheet 2022-2023

COMPENSATORY/SUPPLEMENTAL SERVICES**

(1) Supplemental Academic Services (SAS) or Academic Support	$90.00	Per Hour
(2) Transition or Vocational services	$90.00	Per Hour
(3) Educational Counseling & Guidance or Parent Training – Individual a. E.R.I.C.S. or E.R.M.H.S.	$120.00	Per Hour
(4) Language and Speech Services (LAS)/Therapy – Individual	$167.50	Per Hour
(5) Occupational Therapy (OT) – Individual	$167.50	Per Hour
(6) Deaf & Hard of Hearing (DHH), Visual Impairment VI, Orientation & Mobility (O/M), or Adaptive Physical Education (APE) *Limited-service areas (in-person/in-home) or available Online/Virtual	$125.00	Per Hour

ASSESSMENTS/INDEPENDENT EDUCATIONAL EVALUATIONS(IEE)***

(1) Language & Speech (LAS) Assessment a) Add Assistive Technology (AT) Assessment	$1,750.00 $2,750.00	Per Student
(2) Occupational Therapy (OT) Assessment a) Add Assistive Technology (AT) Assessment	$1,750.00 $2,750.00	Per Student
(3) Transition or Vocational Assessment	$1,750.00	Per Student
(4) ERMHS/ERICS Assessment	$1,750.00	Per Student
(5) Psychological Educational Evaluation/IEE (**Limited areas)	$5,500.00	Per Student
(6) Academic Achievement Assessment	$950.00	Per Student
(7) IEP Meeting/Participation – Session Report & Recommendation (SRR)	$150.00	Per Hour

**All Compensatory/Supplemental services are provided a Session Report & Recommendation (SRR) Form. School District & Parent/Guardian will receive a copy of SRR form upon completion of each authorized NPA services/contracted hours. SRR form will be provided and billed using the last hour/session for each student's services. For example, a student referred for 70 hours of SAS/Academic Instruction will complete 69 hours of SAS/Academic Instruction or direct services and 1 hour of indirect services as "Final Session/SRR."

***Assessments/Independent Educational Evaluations (IEE) require a minimum of 60 days to complete. The cost of the assessment or IEE is per student. The assessment/IEE includes observations, interviews, assessments/evaluations, report, and presentation of report at the IEP meeting via telephone or video conference for a maximum of 2 hours. Any excess IEP meeting hours beyond the 2 hours allocated will incur an additional charge of $150.00 per hour – IEP meeting/participation.

Non-Public Agency (NPA)

Rate Sheet 2022-2023
Reading Intervention Program

The Reading Intervention Program includes the Sonday Learning Systems for each student which is a comprehensive line of materials/curriculum that help our Education Specialists provide multisensory reading instruction/intervention, both research and evidence-based for students from grades K-8.**

The Reading Intervention Program Packages include Pre and Post Assessments, Session Report & Recommendation (SRR) form*, and a complete reading intervention program for each student covering 1-6 grade levels of reading.**

READING INTERVENTION PROGRAM PACKAGES**

(1) Grades K-2 – covers 1 to 2 grade levels of reading intervention/instruction	$115.00 Per Hour	60 Hours per Student	$6,900.00 Per Student
(2) Grades K-2 – covers 3 to 4 grade levels of reading intervention/instruction	$115.00 Per Hour	120 Hours per Student	$13,800.00 Per Student
(3) Grades 3-8 – covers 1 to 2 grade levels of reading intervention/instruction	$115.00 Per Hour	60 Hours per Student	$6,900.00 Per Student
(4) Grades 3-8 – covers 3 to 4 grade levels of reading intervention/instruction	$115.00 Per Hour	120 Hours per Student	$13,800.00 Per Student
(5) Grades 3-8 – covers 5 to 6 grade levels of reading intervention/instruction	$115.00 Per Hour	180 Hours per Student	$20,700.00 Per Student

**Through Windsor Learning's, Sonday Learning System, created by Arlene Sonday, Orton-Gillingham expert provides the necessary tools and accessibility for educators to identify, intervene, and help struggling students catch up with their peers using effective multisensory instruction.

***All Compensatory/Supplemental services are provided a Session Report & Recommendation (SRR) Form. School District & Parent/Guardian will receive a copy of SRR form upon completion of each authorized NPA services/contracted hours. SRR form will be provided and billed using the last hour/session for each student's services. For example, a student referred for 70 hours of SAS/Academic Instruction will complete 69 hours of SAS/Academic Instruction or direct services and 1 hour of indirect services as "Final Session/SRR."

Non-Public Agency (NPA)

Rate Sheet 2022-2023

Transition 2 Life & Daily Living Skills Program

Dynamic Education Services, Inc. through its partnership with Transition 2 Life offers a comprehensive and complete transition curriculum for your mild-to-moderately affected students with special needs and meeting both federally mandated transition requirements and Indicator 13 goals. Components of the program include Assessments, Coordinated ITP Goals, Daily Living Skills topics that are individualized for each student and parent's goals.

Transition 2 Life & Daily Living Skills PACKAGES**

(1) Transition 2 Life curriculum, Assessments/Inventories, from 1 to 3 Daily Living Skills Topics	$115.00 Per Hour	60 Hours per Student	$6,900.00 Per Student
(2) Transition 2 Life curriculum, Assessments/Inventories, from 4 to 5 Daily Living Skills Topics	$115.00 Per Hour	120 Hours per Student	$13,800.00 Per Student
(3) Transition 2 Life curriculum, Assessments/Inventories, from 6 to 8 Daily Living Skills Topics	$115.00 Per Hour	180 Hours per Student	$20,700.00 Per Student
(4) Transition 2 Life curriculum, Assessments/Inventories, from 9 to 10 Daily Living Skills Topics	$115.00 Per Hour	240 Hours per Student	$27,600.00 Per Student
(5) Transition 2 Life curriculum, Assessments/Inventories, from to 11 to 12 Daily Living Skills Topics	$115.00 Per Hour	300 Hours per Student	$34,500.00 Per Student

Transition 2 Life & Daily Living Skills Topics			
Job Skills – Hard Skills	Job Skills – Soft Skills	Social Skills	Executive Functioning Skills
Cooking Skills	Housekeeping Skills	Disability Management	Home Maintenance
Citizenship Skills	Financial Skills	Personal Hygiene	Personal Management

****All Compensatory/Supplemental services are provided a Session Report & Recommendation (SRR) Form. School District & Parent/Guardian will receive a copy of SRR form upon completion of each authorized NPA services/contracted hours. SRR form will be provided and billed using the last hour/session for each student's services. For example, a student referred for 70 hours of SAS/Academic Instruction will complete 69 hours of SAS/Academic Instruction or direct services and 1 hour of indirect services as "Final Session/SRR."**

Non-Public Agency (NPA) - Rate Sheet 2022-2023
Behavior Intervention & Assessment Services in Partnership with Key Essentials to Behavior Management, Corp.

BEHAVIOR INTERVENTION SERVICES**

(1) Behavior Intervention Implementation (BII)***	$90.00	Per Hour
(2) Behavior Intervention Development (BID) & Supervision **Supervision of Behavior Technician (BT)	$120.00	Per Hour
(3) Behavior Intervention Development (BID)/Consultation (Individual)	$120.00	Per Hour
a. Social Skills Development & Implementation or Parent Training	$120.00	Per Hour
b. IEP Meeting, Progress Notes, Preparation (10 hours per school year)	$120.00	Per Hour
(4) (BID)/Social Skills (Group) - **Limited locations/areas		Per Hour,
a. Social Skills Development – Students or Parent Training (Maximum 10 Students per Group)	$65.00	Per Student or Parent

ASSESSMENTS/INDEPENDENT EDUCATIONAL EVALUATIONS(IEE)****

(1) Functional Behavioral Assessment (FBA)	$1,750.00	Per Student
(2) IEP Meeting/Participation – Additional IEP meeting hours requested	$120.00	Per Hour

**Behavior Intervention Implementation (BII) is provided a highly trained Behavior Technician (BT). BIIs are supervised by a licensed Board-Certified Behavior Analyst (BCBA) and/or master's level supervisor and is charged separately as Behavior Intervention Development (BID) & Supervision. BID hours of supervision typically average 10 to 15 hours per month. If case management/additional progress notes documentation is required, supervision hours will be between 15 to 20 hours per month. BID services are typically provided 70% Direct BID-Supervision and 30% In-Direct BID/Supervision.

****Behavior Intervention Implementation (BII):

- LEA/District authorizes DES/KEBM 30 minutes of BII/BT services per day for "Data Collection" in addition to daily bell-to-bell schedule, per student.
- Contracted/scheduled BII services will be provided based on daily/school schedule for authorized student. BII/BT staff will adhere to school district/bell schedule for each site as contracted by LEA. If student is sick and school/school administration/staff does not notify company and provide more than 24-Hour notice, company has the right to charge 50% of the scheduled hours/services for BII. For example, if BII is schedule from 8:00 am to 3:00 pm (7 hours), company will charge contracting LEA (district, charter, SELPA) 3.5 hours of BII services for that day.
- If student is absent for more than 2 days, LEA (district, charter, SELPA) agrees to have BII services continue/adhere and/or attend to contracted schedule for student to assist classroom with basic support or work with BCBA supervisor on student's BII/BID programming. This will ensure & guarantee DES, Inc./KEBM will maintain assigned staff for BII services for the contracted student and/or school site & not reassign/lose BII/BT services for student.

****Functional Behavioral Assessments (FBA)/Independent Educational Evaluations (IEE) require a minimum of 60 days to complete. The cost of the FBA or IEE is per student. The assessment/IEE includes observations, interviews, assessments/evaluations, report, and presentation of report at the IEP meeting via telephone or video conference (Zoom/Google Meets) for a maximum of 2 hours.
Any excess IEP meeting hours requested beyond the 2 hours allocated will incur an additional charge of $120.00 per hour – IEP meeting/participation.

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
04-02-2022

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
Berkshire Hathaway Direct Insurance Company
1314 Douglas Street
Omaha NE, 68102

CONTACT NAME:
PHONE (A/C, No, Ext): 800-507-4495
FAX (A/C, No): 800-589-7316
E-MAIL ADDRESS: service@threeinsurance.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Berkshire Hathaway Direct Insurance Company	10391
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Dynamic Education Services, Inc.
1150 E Orangethorpe Ave
Ste 107
Placentia, CA 92870-5203

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:	X	X	CP140172140P2020	12/04/2021	12/04/2022	EACH OCCURRENCE	$ 5,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 5,000,000
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$ 5,000,000
							GENERAL AGGREGATE	$ 10,000,000
							PRODUCTS - COMP/OP AGG	$ SEE GENERAL AGGREGATE
								$
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY X HIRED AUTOS ONLY X SCHEDULED AUTOS NON-OWNED AUTOS ONLY	X	X	CP140172140P2020	12/04/2021	12/04/2022	COMBINED SINGLE LIMIT (Ea accident)	$
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
							HIRED AND NON - OWNED	$5,000,000/10,000,000
	UMBRELLA LIAB OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $						EACH OCCURRENCE	$
							AGGREGATE	$
								$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	X	CP140172140P2020	12/04/2021	12/04/2022	X PER STATUTE X OTHER	
							E.L. EACH ACCIDENT	$ 5,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 5,000,000
							E.L. DISEASE - POLICY LIMIT	$ 10,000,000
A	OCCUR ERRORS & OMISSIONS X CYBER X	X	X	CP140172140P2020	12/04/2021	12/04/2022	PerOccur/Aggregate	$5,000,000 / 10,000,00
							PerOccur/Aggregate	$5,000,000 / 10,000,00

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

Oxnard School District, subsidiaries, affiliates, agents, representatives, directors, employees, owners, officers are named an additional insured its board, officials, are additional insured.

Sexual Abuse and Molestation are included as part of the General Liability.

The insurer will provide at least 60 days notice to the certificate holder prior to when the insurer cancels, non-renews, or materially changes policy wording.

Jonas Maceda - Excluded
Jonas Maceda - Excluded

The insurer agrees to waive our right to recover from the certificate holder to the extent required by written contract.
The policy contains a blanket waiver of subrogation where required by a written contract with the insured prior to the start of work.

The policy is primary as to the losses it covers, and the insurer will not seek contribution if there is a written contract requirement between the insured and the certificate holder.
Completed and ongoing operations regarding general liability are included subject to the Each Occurrence and General Aggregate in the Commercial General Liability section for Policy CP140172140P2020

Oxnard listed Additional Insured with respect to General Liability providing coverage at least equivalent to ISO's latest CG2010, ISO's latest CG2037, and Auto Liability at least equivalent to ISO's latest CA2048.

CERTIFICATE HOLDER
Oxnard School District
1150 E. Orangethorpe Avenue SUITE 107
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

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-113 – Children's Therapy Network Inc. (DeGenna/Jefferson)

Children's Therapy Network Inc. will provide supplemental staffing for Oxnard School District Special Education Students on an "as needed" basis. Children's Therapy Network Inc. will be responsible for payment of each of their service provider's wages and insurance, including worker's compensation and general liability. Oxnard School District will provide all orientation, support, facilities, and training for service providers.

Children's Therapy Network will provide the following supplemental staffing/services upon request:

- Speech Language Therapist
- Physical Therapist
- Occupational Therapist
- Licensed Assistant
- Evaluations/Assessments
- Parent Education Classes
- Recreational Services

Term of Agreement: July 1, 2022 through July 31, 2023

FISCAL IMPACT:
Not to exceed $10,000.00 per attached Services & Fee Schedule – Special Education Funding

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-113 with Children's Therapy Network Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #22-113, Children's Therapy Network Inc. (5 Pages)
Services & Fees Schedule (2 Pages)
Certificate of Insurance (1 Page)

AGREEMENT FOR CONSULTATION SERVICES

This Agreement for Consulting (Contracting) Services ("Agreement"), made and entered into this first day of July 1, 2022 by Children's Therapy Network, Inc., hereinafter called ("Contractor" or "CTN") and Oxnard School District ("Client").

RECITALS:

Whereas, CTN is specifically skilled, trained, experienced, and competent to render the services and advice described in Article I of this agreement and Client require these services and advice, and whereas Client has a need for such specialized services; now therefore Client and CTN mutually agree as follows:

A. Services to be provided by CTN: CTN will render the services described below:
   a. CTN shall perform evaluations, therapy, advisory, and consulting services in Speech Language Therapy, Physical Therapy, Occupational Therapy, Recreational Therapy, Behavioral Therapy, Adaptive Physical Education, and Parent Education classes. In order to offer quality and abundant professional services, CTN may use licensed therapy assistants, with the permission of the Client. CTN will provide only services requested by the Client. CTN will provide services for Client's students with such needs according to the students' Individualized Education Plan ("IEP") which shall be provided by Client to CTN. CTN and Client agree to coordinate scheduling and reporting so that CTN can attend any and all scheduled meetings in regard to the Client's students and can participate in any report pertaining to any of the services provided by CTN.

   b. CTN will perform said services in their own way and as an independent contractor in the pursuit of their independent calling and not as an employee of Client, and shall determine the means or manner by which such result is to be accomplished.

   c. If CTN is a regular employee of a public entity, all services which CTN renders under this Agreement will be performed at times other than CTN's regular assigned work day and said entity, or during periods of vacation or leave of absence from said entity.

   d. This Agreement does not obligate the Client to utilize any or all of the services provided by CTN. Service provisions are on an as needed and requested basis only. See below for details.

B. Terms of Agreement
   a. This Agreement shall be for a period of _13_ months beginning July 1, 2022 through _July 31, 2023_, which includes the extended school year time.

   b. Extension of this contract can be granted to allow for Extended School Year, and/or past the termination of this contract if mutually agreed upon by both parties.

C. Services to be provided by Client
   a. Client will prepare and furnish to CTN upon request such information as is reasonably requested by CTN and necessary to the performance of CTN's work under this Agreement. Such information can be provided electronically, hard copy, or granting CTN access to Client's Student Services System (ex: SIRIUS, SEIS, etc.) The list requires, but is not limited to the following:
      1. Signed and most Current and complete IEP, including all goals;
      2. Signed Assessment Plan if requesting an assessment
      3. Medical history or most recent evaluation;
      4. Current grade level;

5. Case manager contact information;
6. Teacher's name and contact information;
7. Parent name and contact information;
8. School Location;
9. Service Location.
10. ISA or PO as a promise to pay.

D. CTN's Fee and Payment Thereof

a. Client will pay CTN for services rendered under this Agreement the amount or amounts set forth below on the payment terms set forth below: See attached Rate Sheet

1. Individual treatment
   a. IN PERSON $150.00 per discipline service, per hour, per student
   b. VIRTUAL $135.00 per discipline service, per hour, per student.
2. Group treatment (2-4 students)
   a. IN PERSON $95.00 per discipline, per hour, per student.
   b. VIRTUAL $95.00 per discipline, per hour, per student.
3. Evaluation (In-person and Virtual) a fee rate of $ 600.00 per discipline service. Evaluations will include standardized testing, observation of the student, interviews of personnel, and a written report CTN will provide quarterly progress updates to meet school report card compliance at the rate of $150.00 per hour billed as IEP time. CTN utilizes standardized and valid testing protocols, clinical observation, and interview of education/care providers. Virtual assessments are considered reliable.
4. CTN's fees shall be paid monthly on a 30-day net, by Client upon receipt of an invoice each month detailing the fees incurred for the previous month.
   a. Late Fees will be added at 5% for every week the invoice is overdue past 30 days net
   b. In the event that payment for services rendered are 60 days past due, CTN reserves the right to discontinue all services effective immediately until all monies owed are paid in full
   c. Invoices will be provided on a weekly, bi-monthly, or monthly basis per the Client's request.
   d. Invoices may include one or all of the following per the Client's request.
      i. Master summary of all students and total treatment time rendered on a monthly basis.
      ii. An Itemized invoice which indicates date, time of service, total time rendered, and service discipline.
      iii. Treatment notes upon request.
      iv. Signed Service Logs upon request
5. Attendance to IEP meetings either in person or telecommunication will be paid at the hourly rate of $150.00 in person, and $135.00 for virtual attendance. .
6. Administrative time performed by a skilled therapist will be paid at the hourly rate of $150.00. This may include additionally requested services, such as consultations, and including, but not limited to observations of students, staff training, report writing other than an evaluation request, and administrative duties that the school requests from CTN outside of the normal IEP duties.
7. Administrative time performed by CTN administrators to perform duties listed below, are included in the service rate.
   a. Collection of data required for NPA contractor to perform the services from School or portals:
      i. Current IEP
      ii. Past evaluations
      iii. Signed Assessment Plans
   b. CTN administration staff will provide to the School directly or through portals
      i. Service Case Logs
      ii. Updated progress toward goals.
      iii. Updated Goals
      iv. Assessments, either in the form of a stand alone report, or entered into the schools portal based on schools preference.
8. All services rendered by CTN must be in accordance with the student's Special Education referral or IEP. Client will provide CTN with the most recent IEP, Compensatory or Addendums to the IEP supporting documentation to assist CTN in providing the prescribed therapy.

9. No Show or Cancelation will be paid at the rate of $150.00 per billable hour per student (unless group rate applies) when the school, family or student fails to notify the therapist with less than 24 hours of absence from regularly scheduled and/or prior confirmed sessions. This acts as a safeguard to both CTN and Client to show good faith that services were offered as mandated by the IEP and fairly compensates the therapist for their time.
10. Compensatory services must be approved by the Special Education Department prior to being rendered to be eligible for payment, with no exceptions. Compensatory services will only be approved for services that are included in the student's IEP or referral and that were not provided due to administrator error or unavailability. Compensatory services will not be issued when a student fails to take advantage of a service as offered.
11. Drive time: Client agrees to pay the hourly fee of $150.00 for drive time for CTN therapists to commute to and from CTN office to the school location when the location if the student is more than 10 miles from a CTN office. Expectations may be made on the basis of where a CTN therapist lives.
12. Mileage: Client shall pay .59 cents per mile driven to serve Client's students when location of student is more than 10 miles from a CTN office.

E. Failure to Provide Satisfactory Service, Abandonment of Project, Cancellation of Agreement

a. If, at any time during the performance of this Agreement, Client determines, in Client's sole discretion, that CTNs services are no longer needed, Client shall have the right to suspend indefinitely or terminate the work to be performed under this Agreement, and terminate the performance of CTN's service hereunder on thirty (30) days notice. In the event of such cancellation, Client shall give written notice to CTN of its intention to cancel thirty (30) days in advance of the effective date of the cancellation. If a Client fails to pay for services as agreed, CTN may cancel its services at any time at its discretion without notice to the Client. If CTN is unable or unwilling to perform any of the services set forth in the IEP, or any services required under this Agreement, whether for safety or other reasons that would make it difficult or impossible for CTN to perform, CTN shall have the absolute right, in its sole discretion, to terminate this Agreement. If CTN is unable to perform services as agreed herein, Client shall have the right to cancel this Agreement without 30 days advance notice. In the event either party desires to cancel this Agreement, each party agrees to notify the other of their intent to cancel and attempt to work out any issues prior to cancellation. Any notice of cancellation shall be given in writing to the other party at their address set forth above their signature line at the end of this Agreement. If no address is stated, the notice shall be given at the last known address.

b. If the cancellation is the result of Client's decision to suspend indefinitely or abandon the work under this Agreement, Client shall be obligated to pay CTN only for those services performed by CTN through the effective date of termination.
c. In the event of a Client's failure to pay an invoice past 60 days after the invoice date, CTN shall have the right to suspend services or terminate this agreement immediately .

6. Hold Harmless

a. CTN hereby agrees to indemnify, defend and hold harmless Client and its departments, agencies, officers or employees ("CLIENT Indemnitees") from all sums which Client or any of the Client Indemnitees may be obligated to pay by reason of any liability imposed upon them for damages arising out of the performance of the services rendered by CTN and caused by error, omission, or act of CTN or any person employed by it or of any others for whose acts CTN is legally liable. Said sums shall include, in the event of legal action, court costs, expenses of litigation and reasonable attorney's fees.

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CTN or any CTN Indemnitees arising out of any act or omission of Client or any person employed by Client or of any others for whose acts Client is legally liable whether occurring while at any Client premises or for any reason having to do with this Agreement or the services to be performed hereunder. Said sums shall include, but shall not be limited to, court costs, expenses, expert fees and expenses and attorney's fees and expenses.

7. Miscellaneous

a. Insurance – CTN shall maintain professional liability and Malpractice insurance in the amount of at least $1,000,000.00 covering CTN and the practice. CTN shall provide a Certification of Insurance evidence public liability and malpractice coverage, and shall maintain such coverage throughout the term of this Agreement. In the event any coverage required by this Agreement is canceled for any reason the Client shall be given thirty (30) days notice of such cancellation from either the insurer, CTN, or both.

b. CTN will maintain workers compensation insurance for all therapists providing services to clients, as deemed appropriate by workers compensation regulations.

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1. Professional Licenses.
2. Tuberculosis testing.
3. CPR certifications.
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5. Criminal background checks
6. Behavioral Modification Certification

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e. CTN will maintain compliance with (Health Insurance Portability and Accountability Act)- HIPAA and (Family Educational Rights and Privacy Act) FERPA requirements.
f. This Agreement is drafted by both parties and shall not be construed against either party as the drafter of this Agreement or any provision of this Agreement.
g. In the event of any litigation arising out of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees, costs and expenses.
h. Time is of the essence with respect to the various provisions of this Agreement.
i. This Agreement may not be amended except in writing signed by both parties to this Agreement.
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a. CTN shall comply with all federal, state and local laws and ordinances applicable to such work.

b. This Agreement may be amended by the mutual written consent of the parties evidenced by their respective signatures.

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Children's Therapy Network Inc.
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1857 Knoll Dr. or 810 Lawerence Dr.
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Phone: 805-667-8200
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C Woods-Pierce DPT, PT, CEO
Contractor Signature and Title

Dr. Cassie Woods-Peirce DPT, PT, CEO__
Print Name of Title

_07/12/2022_
Date:

Agency/Client Name:

Oxnard School District

Address: **1051 South A Street**

Oxnard, CA 93030

Phone: **805-385-1501** Fax: **805-385-1509**

_____
Agency Signature and Title

Lisa A. Franz, Director, Purchasing
Print Name and Title:

_____
Date:

Children's Therapy Network
HELPING CHILDREN GROW
(805) 667-8200 www.ChildrensTherapyNetwork.net

NPA03 – Services and Fees

CTN AGREES TO USE THE SCHOOL PORTALS

Please provide information on all services for which you are seeking certification

NPA Name: Children's Therapy Network

Related Services	Service Abbreviation	Fees	Time Allotment (per hour, day, or month?)
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Audiological Services (5 CCR 3051.2)	AS		
Behavior Intervention - Design or Planning (5 CCR 3051.23)	BID	$125 per hour (Max at 600.00)	Max 5.5 hours of service
Behavior Intervention – Implementation (5CCR 3051.23)	BII	$150 (Individual in person) $95 (Per Ind in a Group) $115 (Ind. Seen Virtually)	
Functional Behavioral Analysis	FBA	$1800 (In person) $1500 (Virtually)	Max 15 hours
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Language and Speech Development and Remediation (5 CCR 3051.1)	LSDR	$150 (Individual in person) $95 (Per Ind in a Group) $135 (Ind. Seen Virtually)	Rates set per hour of service
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Physical Therapy Services (5 CCR 3051.7)	PT	$150 (Individual in person) $95 (Per Ind in a Group) $135 (Ind. Seen Virtually)	Rates set per hour of service
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Recreation Services (5 CCR 3051.15)	RS	$125 (Individual in person) $75 (Per Ind in a Group) $105 (Ind. Seen Virtually)	
Other Related Service (5 CCR 360.24)	OTH	$600.00 for Reg Evaluation $1000.00 for IEE	FLAT RATE
In the cell to the right, indicate the Other Service:	IEE (Independent Educational Evaluation)		

USE OF SCHOOL PORTALS (ex: SIRUS, SEIS, MARVIN, ETC.)

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1. Will Access portal to pull relevant information, such as recent IEP, evaluations, AP, etc.
2. Utilize portal to keep up to date with Case manager name and contact information
3. Will enter Case logs into School portals "service tracker" system to ensure efficient time keeping.
4. Enter progress toward goals, present levels of function, and new goals into the portal when progress reports and assessments are due.
5. Initial evaluations and Tri-annual evaluations will remain a free standing report, which will be sent to the school as a complete report.

Policy Number: OHF-D483209-04 Date Entered: 01/17/2022

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

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
Barakat & Associates
5775 E. Los Angeles Ave.
Suite 101
Simi Valley, CA 93063-5214

CONTACT NAME:
PHONE (A/C, No, Ext): (805)581-6990 FAX (A/C, No): (805)581-7099
E-MAIL ADDRESS: barakatsam@aol.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : HANOVER INSURANCE GROUP	
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
CHILDREN'S THERAPY NETWORK
CASSANDRA WOODS
1857 KNOLL DR
VENTURA, CA 93003

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 2,000,000
	CLAIMS-MADE / OCCUR			OHF-D483209-04	2/13/2022	2/13/2023	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 4,000,000
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y / N	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	BUS PROPERTY-MAIN ST			OHF-D483209-04	02/13/2022	02/13/2023	DED$1000	$60,775
A	BUS PROPERTY-Lawrence			OHF-D483209-04	02/13/2022	02/13/2023	DED$1000	$34,728
A	EPLI			OHF-D483209-04	02/13/2022	02/13/2023	DED $5000	$100,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
LOCATIONS: 1587 KNOLL DRIVE, VENTURA, CA 93001 & 810 LAWRENCE DRIVE SUITE 100, NEWBURY PARK CA 91320

CERTIFICATE HOLDER

CANCELLATION

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

AUTHORIZED REPRESENTATIVE
BARAKAT

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-114 – Children's Therapy Network Inc. (DeGenna/Jefferson)

Children's Therapy Network Inc. will provide supplemental staffing for Private School Special Education Students on an "as needed" basis. Children's Therapy Network Inc. will be responsible for payment of each of their service provider's wages and insurance, including worker's compensation and general liability. Oxnard School District will provide all orientation, support, facilities, and training for service providers.

Children's Therapy Network will provide the following supplemental staffing/services upon request:

- Speech Language Therapist

Term of Agreement: July 1, 2022 through July 31, 2023

FISCAL IMPACT:
Not to exceed $15,000.00 per attached Services & Fees Schedule – Special Education Funding

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-114 with Children's Therapy Network Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #22-114, Children's Therapy Network Inc. (5 Pages)
Services & Fees Schedule (2 Pages)
Certificate of Insurance (1 Page)

AGREEMENT FOR CONSULTATION SERVICES

This Agreement for Consulting (Contracting) Services ("Agreement"), made and entered into this first day of July 1, 2022 by Children's Therapy Network, Inc., hereinafter called ("Contractor" or "CTN") and Oxnard School District PRIVATE/CHARTER ("Client").

RECITALS:

Whereas, CTN is specifically skilled, trained, experienced, and competent to render the services and advice described in Article I of this agreement and Client require these services and advice, and whereas Client has a need for such specialized services; now therefore Client and CTN mutually agree as follows:

A. Services to be provided by CTN: CTN will render the services described below:
   a. CTN shall perform evaluations, therapy, advisory, and consulting services in Speech Language Therapy, Physical Therapy, Occupational Therapy, Recreational Therapy, Behavioral Therapy, Adaptive Physical Education, and Parent Education classes. In order to offer quality and abundant professional services, CTN may use licensed therapy assistants, with the permission of the Client. CTN will provide only services requested by the Client. CTN will provide services for Client's students with such needs according to the students' Individualized Education Plan ("IEP") which shall be provided by Client to CTN. CTN and Client agree to coordinate scheduling and reporting so that CTN can attend any and all scheduled meetings in regard to the Client's students and can participate in any report pertaining to any of the services provided by CTN.

   b. CTN will perform said services in their own way and as an independent contractor in the pursuit of their independent calling and not as an employee of Client, and shall determine the means or manner by which such result is to be accomplished.

   c. If CTN is a regular employee of a public entity, all services which CTN renders under this Agreement will be performed at times other than CTN's regular assigned work day and said entity, or during periods of vacation or leave of absence from said entity.

   d. This Agreement does not obligate the Client to utilize any or all of the services provided by CTN. Service provisions are on an as needed and requested basis only. See below for details.

B. Terms of Agreement
   a. This Agreement shall be for a period of _13_ months beginning _July 1, 2022 through _July 31, 2023_, which includes the extended school year time.

   b. Extension of this contract can be granted to allow for Extended School Year, and/or past the termination of this contract if mutually agreed upon by both parties.

C. Services to be provided by Client
   a. Client will prepare and furnish to CTN upon request such information as is reasonably requested by CTN and necessary to the performance of CTN's work under this Agreement. Such information can be provided electronically, hard copy, or granting CTN access to Client's Student Services System (ex: SIRIUS, SEIS, etc.) The list requires, but is not limited to the following:
      1. Signed and most Current and complete IEP, including all goals;
      2. Signed Assessment Plan if requesting an assessment
      3. Medical history or most recent evaluation;

4. Current grade level;
5. Case manager contact information;
6. Teacher's name and contact information;
7. Parent name and contact information;
8. School Location;
9. Service Location.
10. ISA or PO as a promise to pay.

D. CTN's Fee and Payment Thereof

a. Client will pay CTN for services rendered under this Agreement the amount or amounts set forth below on the payment terms set forth below: See attached Rate Sheet

1. Individual treatment
   a. IN PERSON $150.00 per discipline service, per hour, per student
   b. VIRTUAL $135.00 per discipline service, per hour, per student.
2. Group treatment (2-4 students)
   a. IN PERSON $95.00 per discipline, per hour, per student.
   b. VIRTUAL $95.00 per discipline, per hour, per student.
3. Evaluation (In-person and Virtual) a fee rate of $ 600.00 per discipline service. Evaluations will include standardized testing, observation of the student, interviews of personnel, and a written report CTN will provide quarterly progress updates to meet school report card compliance at the rate of $150.00 per hour billed as IEP time. CTN utilizes standardized and valid testing protocols, clinical observation, and interview of education/care providers. Virtual assessments are considered reliable.
4. CTN's fees shall be paid monthly on a 30-day net, by Client upon receipt of an invoice each month detailing the fees incurred for the previous month.
   a. Late Fees will be added at 5% for every week the invoice is overdue past 30 days net
   b. In the event that payment for services rendered are 60 days past due, CTN reserves the right to discontinue all services effective immediately until all monies owed are paid in full
   c. Invoices will be provided on a weekly, bi-monthly, or monthly basis per the Client's request.
   d. Invoices may include one or all of the following per the Client's request.
      i. Master summary of all students and total treatment time rendered on a monthly basis.
      ii. An Itemized invoice which indicates date, time of service, total time rendered, and service discipline.
      iii. Treatment notes upon request.
      iv. Signed Service Logs upon request
5. Attendance to IEP meetings either in person or telecommunication will be paid at the hourly rate of $150.00 in person, and $135.00 for virtual attendance. .
6. Administrative time performed by a skilled therapist will be paid at the hourly rate of $150.00. This may include additionally requested services, such as consultations, and including, but not limited to observations of students, staff training, report writing other than an evaluation request, and administrative duties that the school requests from CTN outside of the normal IEP duties.
7. Administrative time performed by CTN administrators to perform duties listed below, are included in the service rate.
   a. Collection of data required for NPA contractor to perform the services from School or portals:
      i. Current IEP
      ii. Past evaluations
      iii. Signed Assessment Plans
   b. CTN administration staff will provide to the School directly or through portals
      i. Service Case Logs
      ii. Updated progress toward goals.
      iii. Updated Goals
      iv. Assessments, either in the form of a stand alone report, or entered into the schools portal based on schools preference.
8. All services rendered by CTN must be in accordance with the student's Special Education referral or IEP. Client will provide CTN with the most recent IEP, Compensatory or Addendums to the IEP supporting documentation to assist CTN in providing the prescribed therapy.

9. No Show or Cancelation will be paid at the rate of $150.00 per billable hour per student (unless group rate applies) when the school, family or student fails to notify the therapist with less than 24 hours of absence from regularly scheduled and/or prior confirmed sessions. This acts as a safeguard to both CTN and Client to show good faith that services were offered as mandated by the IEP and fairly compensates the therapist for their time.
10. Compensatory services must be approved by the Special Education Department prior to being rendered to be eligible for payment, with no exceptions. Compensatory services will only be approved for services that are included in the student's IEP or referral and that were not provided due to administrator error or unavailability. Compensatory services will not be issued when a student fails to take advantage of a service as offered.
11. Drive time: Client agrees to pay the hourly fee of $150.00 for drive time for CTN therapists to commute to and from CTN office to the school location when the location if the student is more than 10 miles from a CTN office. Expectations may be made on the basis of where a CTN therapist lives.
12. Mileage: Client shall pay .59 cents per mile driven to serve Client's students when location of student is more than 10 miles from a CTN office.

E. Failure to Provide Satisfactory Service, Abandonment of Project, Cancellation of Agreement

a. If, at any time during the performance of this Agreement, Client determines, in Client's sole discretion, that CTNs services are no longer needed, Client shall have the right to suspend indefinitely or terminate the work to be performed under this Agreement, and terminate the performance of CTN's service hereunder on thirty (30) days notice. In the event of such cancellation, Client shall give written notice to CTN of its intention to cancel thirty (30) days in advance of the effective date of the cancellation. If a Client fails to pay for services as agreed, CTN may cancel its services at any time at its discretion without notice to the Client. If CTN is unable or unwilling to perform any of the services set forth in the IEP, or any services required under this Agreement, whether for safety or other reasons that would make it difficult or impossible for CTN to perform, CTN shall have the absolute right, in its sole discretion, to terminate this Agreement. If CTN is unable to perform services as agreed herein, Client shall have the right to cancel this Agreement without 30 days advance notice. In the event either party desires to cancel this Agreement, each party agrees to notify the other of their intent to cancel and attempt to work out any issues prior to cancellation. Any notice of cancellation shall be given in writing to the other party at their address set forth above their signature line at the end of this Agreement. If no address is stated, the notice shall be given at the last known address.

b. If the cancellation is the result of Client's decision to suspend indefinitely or abandon the work under this Agreement, Client shall be obligated to pay CTN only for those services performed by CTN through the effective date of termination.
c. In the event of a Client's failure to pay an invoice past 60 days after the invoice date, CTN shall have the right to suspend services or terminate this agreement immediately .

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DBA Cooperative Therapy Network

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Phone: 805-667-8200
Fax: 805-667-8201

C Woods-Pierce DPT, PT, CEO
Contractor Signature and Title

Dr. Cassie Woods-Peirce DPT, PT, CEO__
Print Name of Title

_07/12/2022_
Date:

Agency/Client Name:

Oxnard School District

Address: **1051 South A Street**

Oxnard, CA 93030

Phone: **805-385-1501** Fax: **805-385-1509**

_____
Agency Signature and Title

Lisa A. Franz, Director, Purchasing
Print Name and Title:

_____
Date:

Children's Therapy Network
HELPING CHILDREN GROW
(805) 667-8200 www.ChildrensTherapyNetwork.net

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2. Utilize portal to keep up to date with Case manager name and contact information
3. Will enter Case logs into School portals "service tracker" system to ensure efficient time keeping.
4. Enter progress toward goals, present levels of function, and new goals into the portal when progress reports and assessments are due.
5. Initial evaluations and Tri-annual evaluations will remain a free standing report, which will be sent to the school as a complete report.

Policy Number: OHF-D483209-04 Date Entered: 01/17/2022

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

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
Barakat & Associates
5775 E. Los Angeles Ave.
Suite 101
Simi Valley, CA 93063-5214

CONTACT NAME:
PHONE (A/C, No, Ext): (805)581-6990 FAX (A/C, No): (805)581-7099
E-MAIL ADDRESS: barakatsam@aol.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : HANOVER INSURANCE GROUP	
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
CHILDREN'S THERAPY NETWORK
CASSANDRA WOODS
1857 KNOLL DR

VENTURA, CA 93003

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 2,000,000
	CLAIMS-MADE / OCCUR			OHF-D483209-04	2/13/2022	2/13/2023	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 4,000,000
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y / N	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	BUS PROPERTY-MAIN ST			OHF-D483209-04	02/13/2022	02/13/2023	DED$1000	$60,775
A	BUS PROPERTY-Lawrence			OHF-D483209-04	02/13/2022	02/13/2023	DED$1000	$34,728
A	EPLI			OHF-D483209-04	02/13/2022	02/13/2023	DED $5000	$100,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
LOCATIONS: 1587 KNOLL DRIVE, VENTURA, CA 93001 & 810 LAWRENCE DRIVE SUITE 100, NEWBURY PARK CA 91320

CERTIFICATE HOLDER

CANCELLATION

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

AUTHORIZED REPRESENTATIVE
BARAKAT

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-119 – Jordan Witt Ph.D. Inc. (DeGenna/Jefferson)

Dr. Jordan Witt will provide Independent Education Evaluator Services to the Special Education Department during the 2022-2023 academic year. Dr. Witt will provide educational evaluations as needed on a case by case basis, including psychoeducational, academic assessment, neuropsychological assessment, and social and emotional evaluations. Services may also include reviewing pertinent records, interviewing parents, assessing students in an office setting, observing students in a school setting as needed, scoring and writing reports, attending IEP meetings and presenting findings.

Term of Agreement: August 22, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $6,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-119 with Jordan Witt Ph.D. Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #22-119, Jordan Witt Ph.D. Inc. (13 Pages)
Proposal/Rate Sheet (1 Page)
Certificate of Insurance (1 Page)

OXNARD SCHOOL DISTRICT

Agreement #22-119

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Jordan Witt Ph.D. Inc. ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 22, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Six Thousand Dollars ($6,000.00), per attached proposal/rate sheet, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: Jordan Witt Ph.D. Inc.
1531 Chapala Street, #2
Santa Barbara, CA 93105
Phone: (805) 564.1763
Fax:
Email: jw@jordanwittphd.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**JORDAN WITT PH.D. INC.:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-119**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-119

SERVICES

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

***PER ATTACHED PROPOSAL/RATE SHEET**

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

***PER ATTACHED PROPOSAL/RATE SHEET**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-119**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-119

COMPENSATION

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

Total compensation shall not exceed Six Thousand Dollars ($6,000.00), per attached Proposal/Rate Sheet, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $6,000.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-119**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-119

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:

Accountants, Attorneys, Education Consultants, Nurses, Therapists	$1,000,000
Architects	$1,000,000 or $2,000,000
Physicians and Medical Corporations	$5,000,000

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability~~, and Abuse/Molestation Coverages~~.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant~~, and Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-119**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-119

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **JORDAN WITT PH.D. INC.**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

Jordan Witt, Ph.D.
Clinical Psychologist
CA License PSY15545

1531 Chapala Street #2
Santa Barbara, CA 93101

jw@jordanwittphd.com
(805) 564-1763

To: Christy Garibay, Oxnard School District
Date: 7-14-22
Re: Potential Contract 22/23 Psychoeducational IEE consultation

Below please find information you requested regarding services:

As conducted in previous years for the Oxnard district, further independent educational evaluation is proposed including psychoeducational and/or neuropsychological assessment. In both of these forms of evaluation, services would included remote or in person parent interview; in person assessment of the child, either in school or office; observation in the classroom as needed; scoring, rendering report, and feedback to family; attendance and report of findings at IEP meeting.

For Psychoeducational Assessment including academic, cognitive, processing, and social-emotional functioning rate is $3600.

For Neuropsychological Assessment including academic skills, extended cognitive and processing evaluation, and social-emotional functioning rate is $4000.

Attached please find my liability certificate and W-9 form.

Sincerely,

Jordan Witt, PhD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 07/14/2022

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	CONTACT NAME: Trust Risk Management Services, Inc	
Trust Risk Management Services, Inc. doing business in CA as TRMS Insurance Agency 1791 Paysphere Circle Chicago, IL 60674	PHONE (A/C, No, Ext): 877.637.9700	FAX (A/C, No): 877.251.5111
	EMAIL ADDRESS: info@trustrms.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: ACE American Insurance Company	22667
INSURED Jordan N Witt 482 Paseo Del Descanso Santa Barbara, CA 93105-2928	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS MADE / OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY / PRO-JECT / LOC						PRODUCTS–COMP/OP AGG	$
	OTHER:							
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per Person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS LIABILITY						PER STATUTE / OTH-ER	$
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					E.L. EACH ACCIDENT	$
							E.L. DISEASE-EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Psychologist's Professional Liability Retroactive Date 02/01/1995			58G22212011	02/01/2022	02/01/2023	Each Incident Annual Aggregate	$1,000,000 $3,000,000

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

CERTIFICATE HOLDER	CANCELLATION
Oxnard School District 1051 S A St Oxnard, CA 93030	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

ACORD 25 (2016/03)

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-120 – Alternative Behavior Strategies, LLC (DeGenna/Jefferson)

Alternative Behavior Strategies, LLC will provide consultant services to the Special Education Department during the 2022-2023 school year. Services to include applied behavioral therapy and related services, including direct behavioral intervention, development, implementation, and supervision for students as requested or by their school for services.

Term of Agreement: August 22, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $100,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-120 with Alternative Behavior Strategies, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #22-120, Alternative Behavior Strategies, LLC (2 Pages)
Proposal-Rate Sheet (1 Page)
Certificate of Insurance (1 Page)

OSD AGREEMENT #22-120

ABS SERVICES AGREEMENT
(School/District)

This **AGREEMENT** is made and entered into by and between Oxnard School District, hereinafter called the **"School"** and Alternative Behavior Strategies, LLC dba ABS Kids hereinafter called the **"ABS".**

WHEREAS, ABS represents that it has specifically trained, experienced, and competent service providers to render the services in this Agreement; and
WHEREAS, School has determined that it has a need to enter into this Agreement with ABS for the services described herein.

NOW THEREFORE, it is mutually agreed by the parties hereto as follows;

1. **TERM OF AGREEMENT.** The term of this Agreement shall commence on August 22, 2022 and continue through June 30, 2023.
2. **SCOPE OF WORK.** To provide Applied Behavioral Therapy and related services, including direct behavioral intervention, development, implementation, and supervision for such student(s) as School may request or be assigned for services. Attach additional description, proposals or contracts, if needed.
3. **CONTRACT PRICE.** School agrees to pay ABS the following fees for services rendered:
    a. *Behavior Intervention Implementation*
        - $82/hour billed at 15-minute increments
    b. *Behavioral Intervention Development*:
        - $112/hour billed at 15-minute increments
    c. Fees cover all of ABS' expenses, including supplies, travel, lodging, and meals.
    d. *Invoicing*. ABS will submit periodic invoices to the School at the following address:

Attn: Christy Garibay, Administrative Asst., Special Education
Address: 1051 South A Street, Oxnard, CA 93030
Email: cgaribay@oxnardsd.org **AND** accountspayable@oxnardsd.org

Payment shall be made to the ABS within thirty (30) days from date of the invoice. Where agreed upon in writing by the Parties, additional supporting documentation shall accompany the invoice and indicate, as applicable, any progress completed, milestone achieved, any reports (draft, preliminary or final) issued, dates worked, increments of hourly work, etc.

4. **ASSIGNMENT AND EMPLOYEE BENEFITS** No portion of this Agreement or any of the work to be performed hereunder may be assigned by ABS without written consent of the School, and without such consent all services hereunder are to be performed solely by ABS, its officers, agents, employees and affiliates. ABS shall be responsible for all salaries, payments and benefits for all of its officers, agents and employees in performing services pursuant to this Agreement.
5. **OWNERSHIP OF WORK PRODUCT AND CONFIDENTIALITY** All products of work performed pursuant to this Agreement shall be the property of the School. However, the School grants to ABS a perpetual, unlimited, and royalty free right to store, use, reproduce or distribute any portions of the work without the written consent of the School. ABS shall hold in trust for the School and shall not disclose to any person, any confidential information. Confidential information is information which is related to the School's research, development, trade secrets and business affairs; but does not include information which is generally known or easily ascertainable by non-parties through available public documents.
6. **BACKGROUND CHECKS.** ABS certifies that each provider who renders services under this Agreement has undergone and passed a background check in accordance with ABS' background check policy. Such background check has not revealed any information that in the opinion of ABS should preclude said person from performing services under this Agreement. School shall provide notice of, and ABS agrees to comply with, any government mandated background check as such may be required by the School prior to the start of services.
7. **INSURANCE.** ABS shall provide and maintain for the duration of this Agreement, adequate insurance to fully protect both the ABS and the School from any and all claims of any nature for damage to property or for personal injury including

death, which may arise while the ABS is traveling to or from School property, or services-related location.

8. **HOLD HARMLESS LIMITATION OF LIABILITY.** School will hold harmless ABS, its officers, agents and employees from all liability, damages, costs and expense, including attorney's fees that may arise because of injury to person or property, including ABS property caused by, and/or arising from School's negligence or willful misconduct under this Agreement. Under no circumstances shall ABS be liable for any indirect, incidental, consequential, special or exemplary damages arising out of or in connection with this Agreement. Without limiting the generality of the forgoing, ABS's aggregate liability to School (whether under contract, tort, statute or otherwise) shall not exceed six (6) months fees for services actually rendered.

9. **CONFIDENTILIATY.** ABS shall treat all student information, student related documentation provided by the School or student's Parent/Guardian in confidence and shall not reveal such information to anyone other than as reasonably required to perform the services under this Agreement.

10. **INDEPENDENT CONTRACTOR.** The relationship of ABS and the School established by this Agreement is that of independent contractors. Nothing in this Agreement shall be construed to create any agency or employment relationship between ABS or any of its employees and the School or any of its employees. Neither Party shall have any right, power or authority to assume, create or incur any expense, liability or obligation, express or implied, on behalf of the other.

11. **TERMINATION.** School may terminate this Agreement at any time and for any reason by giving written notice to ABS specifying the effective date thereof, at least thirty (30) days before the effective date of such termination. In the event of termination, ABS shall be paid for all services rendered up to the date of such termination.

IN WITNESS WHEREOF, the parties hereto execute this Agreement.

Alternative Behavior Strategies, LLC dba ABS Kids	Oxnard School District(**School**)
BY: Adam Singer	BY: _____
Name: _____	Name: **Lisa A. Franz, Director, Purchasing**
Date: _____	Date: _____

ABS Kids
Reaching Milestones. Realizing Potential.

2022 Rate Sheet

- Rates:
  - $82/hr BII (Direct Care)
  - $112/hr BID (Direct Supervision)
- Service Descriptions:
  - BII, Behavior Intervention Implementation (Direct Care): Adaptive behavior treatment implemented by a technician under the direct supervision of a Board Certified Behavior Analyst. It involves the implementation of programming targets and goals outlined by the patient's strengths and deficits as evident through assessments conducted previously. Direct care focuses on reduction of maladaptive behaviors, improving communication and social skills, increasing self-care skills, and improving adaptive behavior skills.
  - BID, Behavior Intervention Development (Direct Supervision): Adaptive behavior treatment with protocol modification where the BCBA resolves one or more problems with the protocol. This includes evaluating patient progress, progressing programming goals, modeling program and behavior support plan modifications for technicians, administering assessments to the patient, and probing skills. Direct supervision also includes determining the function of maladaptive behaviors and determining an appropriate behavior support plan to aid in reduction of these behaviors while providing the patient with replacement behaviors.

Sincerely,

DocuSigned by:
Alice Paley
09ED224EF81B496...

Alice Paley
Senior Manager, Payor Contracts & Relationships

CERTIFICATE OF LIABILITY INSURANCE

3/26/2023

DATE (MM/DD/YYYY): 7/18/2022

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
Lockton Companies
Three City Place Drive, Suite 900
St. Louis MO 63141-7081
(314) 432-0500

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Great American Insurance Company	16691
INSURER B : Great American Alliance Insurance Company	26832
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
1484307
Alternative Behavior Strategies, LLC
515 S 700 E STE 2a
Salt Lake City UT 84102

COVERAGES **CERTIFICATE NUMBER:** 18719548 **REVISION NUMBER:** XXXXXXX

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	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE / X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY / PRO-JECT / X LOC OTHER:	Y	N	PAC3705657	3/26/2022	3/26/2023	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 3,000,000
							PRODUCTS - COMP/OP AGG	$ 3,000,000
								$
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY	N	N	PAC3705657	3/26/2022	3/26/2023	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$ XXXXXXX
							BODILY INJURY (Per accident)	$ XXXXXXX
							PROPERTY DAMAGE (Per accident)	$ XXXXXXX
								$ XXXXXXX
B	X UMBRELLA LIAB / X OCCUR EXCESS LIAB / CLAIMS-MADE DED / X RETENTION $ 10,000	N	N	UMB 3705659	3/26/2022	3/26/2023	EACH OCCURRENCE	$ 10,000,000
							AGGREGATE	$ 10,000,000
								$ XXXXXXX
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		NOT APPLICABLE			PER STATUTE / OTH-ER	
							E.L. EACH ACCIDENT	$ XXXXXXX
							E.L. DISEASE - EA EMPLOYEE	$ XXXXXXX
							E.L. DISEASE - POLICY LIMIT	$ XXXXXXX
A	Professional Liability	N	N	PAC3705657	3/26/2022	3/26/2023	Each Claim: $1,000,000 General Aggregate: $3,000,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oxnard School District is included as additional insured if required by written contract with respect to General Liability per the terms and conditions of the policy.

CERTIFICATE HOLDER

18719548
Oxnard School District
1051 South A Street
Oxnard, CA 93030

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-121, American Language Services (DeGenna/Jefferson)

American Language Services will provide Translation/Interpreting services for the Special Education Department, for parents who speak a language other than English, Spanish, or Mixteco, for parent conferences and meetings during the 2022-2023 school year.

Term of Agreement: August 22, 2022 – June 30, 2023

FISCAL IMPACT:
Not to exceed $200,000.00 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-121 with American Language Services.

ADDITIONAL MATERIALS:

Attached: Agreement #22-121, American Language Services (12 Pages)
Certificate of Insurance (1 Page)

AML-Global
AMERICAN LANGUAGE SERVICES
Making The World Smaller

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE SOUTHERN/CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

ABOUT AMERICAN LANGUAGE SERVICES

Founded in 1985, Southern California based American Language Services ® (AML-Global) evolved from an intimate language school into the leading interpreting and translating agency it is today. We provide a full range of multi-language communication services worldwide. Our language professionals are available 24 hours/7 days a week.

FULL SERVICES WORLDWIDE W/ LOCAL COVERAGE

As an industry leader we provide a full array of language services including:

TRANSLATION & LOCALIZATION: 200+ Languages
INTERPRETING*:* Video Remote (VRI), On-Site & Telephonic (OPI) in 150+ Languages, working with all VRI Platforms
TRANSCRIPTIONS: Audio and Video to Text 100+ Languages
MEDIA: Dubbing, Voiceovers, Subtitling & other studio services

By paying meticulous attention to details, AML-Global has earned an outstanding reputation for providing both written and verbal language services that are timely and cost effective. We are fluent in virtually every written and spoken language around the globe. We have accumulated and developed some of the most impressive linguistic talent in the world. Our language experts are in hundreds of countries, covering every time zone. These highly skilled professionals are recruited, screened and tested to ensure the quality of our work is at the highest level.

WE UNDERSTAND YOUR NEEDS

AML-Global understands the needs of companies that work in the medical arena in Southern/California. Whether translating text, or transcribing audio and video files, we have skilled and experienced teams who work with the latest in technology, including CAT tools, a multitude of software, advanced hardware, web-interfacing, and desktop publishing programs. We have a secured, backed up network with encryption technology for the transferring and maintenance of files. This offers the highest level of security to ensure complete confidentiality and safekeeping of all data.

AML-Global offers our teams of highly skilled interpreters, technicians, project managers for any type of interpreting assignment. We also offer state-of-the-art interpreting equipment wherever it is needed, in the U.S. or internationally. From pre-planning to assignment completion, AML-Global will handle your requests efficiently, promptly and cost-effectively.

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE SOUTHERN/CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

INTERPRETING

- **In-Person, Video Remote (VRI) & Telephonic (OPI)**
- Worldwide/with Local Coverage
- 24 Hours / 7 Days a week
- Certified & Qualified 200+ Languages
- Emergency & Last-minute scheduling
- Specializing in: IEP's, Parent Teacher Conferences, Staff Meetings, Disciplinary Hearing, Community Events, and Others.
- Simultaneous & Consecutive interpreting
- Native Speakers from around the globe

TRANSLATIONS & TRANSCRIPTIONS

- IEP's, Student Transcripts, Announcements, Handbooks, Newsletters, Community Meetings, and Others.
- Excellent Rates with Fast turnaround
- All Deadlines met
- Immediate Response for Quotes
- Meticulous and Precise
- Certified & Notarized documents
- Transcriptions, All media, 150+ Languages

DESKTOP PUBLISHING

- **All Major Software**
  InDesign, Quark, FrameMaker, PageMaker Pro, Microsoft Office, Adobe Products & many others
- PC & Mac operating platforms
- Print Ready Delivery

QUALITY CONTROL

- 360 Degree Quality Control Process
- All translations include a 3 Step Process:
  Translation, Proofing & Editing
- ISO 9001 & 13485 Certified

WE HAVE THE WORDS YOU NEED, BECAUSE WE SPEAK YOUR LANGUAGE

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE SOUTHERN/CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

TRANSLATION RATES

(Partial List of Key Languages) Supporting 200+ languages

LANGUAGE	*PRICE PER WORD*
Arabic	$.15-.18
Chinese	$.16-.19
Danish	$.18-.22
Dutch	$.18-.22
French	$.16-.18
German	$.16-.18
Hebrew	$.17-.19
Italian	$.16-.18
Japanese	$.17-.19
Korean	$.17-.19
Norwegian	$.18-.22
Portuguese	$.15-.18
Russian	$.16-.18
Spanish	$.10-.13
Swedish	$.18-.22
Vietnamese	$.16-.18

Translation rates include Translations, Proofing, and Editing

- All jobs are individually priced
- Price ranges above reflects standard turnaround times.
- Expedited delivery is available and is quote separately
- Rates are subject to change based on time of scheduling and other factors, without prior notification.
- Project volume, deadlines and technical elements may affect pricing
- Rates for Formatting, DTP & Certifications are quoted separately

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE SOUTHERN/CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

ON-SITE INTERPRETING RATES-SOUTHERN/CA

PRIME LANGUAGES	3 HOURS MIN.	HOURLY RATE
American Sign Language "ASL"	$330	$110
Spanish	$345	$115
Arabic	$435	$145
Armenian	$435	$145
Cantonese	$495	$165
French	$495	$165
German	$495	$165
Japanese	$540	$180
Korean	$450	$150
Mandarin	$495	$165
Portuguese	$465	$155
Punjabi	$465	$155
Russian	$435	$145
Tagalog	$495	$165
Vietnamese	$495	$165

LANGUAGES BY REGION

Most Middle Eastern	$310	$155
Most Asian	$330	$165
Most European	$330	$165

SPECIALIZED LANGUAGES

Hebrew, Greek, Thai, Czech, Indonesian, Mongolian, Croatian, Serbian, Slavic, Slovenian, Burmese, African, Lao, Indian, Filipino, Afghan, Pakistani & Others		
	$310- $370	$155- $185

ADDITIONAL SERVICES

Closed Captioning "CART"	$490	$245

- After 15 minutes times are billed per hour
- Travel and mileage fees may apply
- Rates are subject to change without advance notice based on availability and other factors
- Additional hours are charged after 8 hours at time & half.
- ASL assignments over 1 hour require two interpreters.
- 24-hour cancellation policy for most languages
- 48-hour Cancellation for ASL, Specialized & Other languages may vary by language and by project
- Certified interpreters available upon request.

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE SOUTHERN/CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

VIDEO REMOTE INTERPRETING (VRI) PRICING SOUTHERN/CALIFORNIA

PRE-SCHEDULED

LANGUAGE	PER HOUR	30 MIN. INCREMENTS
American Sign Language "ASL"	$110	$55
Spanish	$95	$50
Most European	$125-$155	$65-$78
Most Asian	$135-$165	$70-$85
Most Middle Eastern	$125-$155	$65 -$78
Specialized	$145-$185	$75-$95
CART	$145	N/A

- Easy to Set Up & Use
- 24-Hour Cancellation/ Pre-Scheduled
- 48-Hour Cancellation for ASL/Pre-Scheduled

- Specialized Languages-2-hour minimum
- Most Languages 1-hour minimum
- After the minimum hours, we charge by 30 minute increments.
- Rates are subject to change without prior notification

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE SOUTHERN/CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

OVER THE PHONE RATES (OPI)

LANGUAGE	PER MINUTE RATE

PRE-SCHEDULED

Spanish	$1.60 per minute
Tier 1 Languages	$2.35 per minute
Tier 2 Languages	$2.65 per minute

Tier 1 Languages: (100+ Languages)
Including: Arabic, Hebrew, Farsi, Turkish, Armenian, Cantonese, Mandarin, Korean, Thai, Russian, Ukrainian, Portuguese, French, German, Italian, Tagalog, Vietnamese, Hindi, Urdu, Punjabi, Dari, Kurdish, Laotian, Dutch, Swedish, Norwegian, Danish and many others.

Tier 2 Languages: (50+ Languages)
Including: Hmong, Khmer, Burmese, Twi, Haitian Creole, Karen, Swahili, Samoan, Napoli, Somali, Fulani, Tamil and many others.

- Easy to Set-up & Use
- No late cancellation fee for on demand interpreting
- 1 Hour minimum per call charge
- After the minimum for OPI we charge by 30-minute increments
- Rates are subject to change without prior notification.

AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE SOUTHERN/CALIFORNIA EDUCATIONAL COMMUNITY SINCE 1985

ISO Certified – 9001 & 13485

TRANSCRIPTION RATES

LANGUAGE	COST PER AUDIO MINUTE/HOUR		LANGUAGE	COST PER AUDIO MINUTE/HOUR	

(Partial List of over 150 Languages)

ENGLISH

	Per Min	Per Hr		Per Min	Per Hr
English < > English	$3.50	$177	British English < > British English	$3.50	$210

AMERICAS

	Per Min	Per Hr		Per Min	Per Hr
Spanish < > English	$4.50	$270	Portuguese < > English	$7.50	$450

EUROPEAN

	Per Min	Per Hr		Per Min	Per Hr
Bulgarian < > English	$8	$480	Hungarian < > English	$8	$480
Catalan < > English	$8	$480	Italian < > English	$8	$480
Dutch < > English	$8	$480	Polish < > English	$8	$480
French < > English	$8	$480	Romanian < > English	$8	$480
German < > English	$8	$480	Russian < > English	$8	$480
Greek < > English	$8	$480	Ukrainian < > English	$8	$480

MIDDLE EASTERN

	Per Min	Per Hr		Per Min	Per Hr
Arabic < > English	$8	$480	Hebrew < > English	$12	$720
Farsi < > English	$8	$480			

ASIAN

	Per Min	Per Hr		Per Min	Per Hr
Armenian < > English	$8.00	$480	Indonesian < >English	$9.50	$570
Khmer < > English	$9.50	$570	Japanese < > English	$12.00	$720
Cebuano < > English	$7.50	$450	Korean < > English	$12.00	$720
Chinese < > English	$7.50	$450	Kurdish < > English	$9.50	$570
Dari < > English	$7.50	$450	Pashto < > English	$7.50	$450
Hindi < > English	$7.50	$450	Punjabi < > English	$7.50	$450
Hmong < > English	$11.50	$690	Tagalog < > English	$7.50	$450
Taiwanese < > English	$9.50	$570	Thai < > English	$11.50	$660
Turkish < > English	$8.00	$480	Urdu < > English	$7.50	$450
Vietnamese < > English	$9.50	$570			

EXPEDITED DELIVERY AVAILABLE

- All jobs are individually priced
- Cost & turnaround time is determined by quality of audio, number or speakers, density of audio, time coding and audio format
- Rates are subject to change without prior notification
- Projects requiring both source & target language transcripts will be individually quoted
- Minimums will apply for all languages
- There will be additional charges for time coding based on the language & specific requirements
- Expedited rates will apply

AML-Global
AMERICAN LANGUAGE SERVICES
Making The World Smaller

Dear Christy, 07/14/2022

Thank you for the opportunity to work with Oxnard School District on your interpreting and translation assignments. Please find our quote below for your review and our information attached for your perusal. Kindly confirm receipt of our quote, it would be most appreciated.

For over three decades, American Language Services (AML-Global) has provided interpretation, transcription, and translation services in over 200 languages (including ASL & CART services). AML-Global is one of the largest language service providers in the United States. For Interpreting, we utilize our state-of-the-art proprietary database with one of the largest number of local, prescreened, qualified and credentialed interpreters in the U.S. For Translation, we have earned an excellent reputation by delivering cost-effective, timely and great quality work with fast turnaround times We are also 9001 & 13485 ISO certified, which is a testament to our uncompromising processes.

Company Name:	Oxnard School District
Type of Project:	Interpreting and Translating
Date of Project:	2022 - 2023
Time(s):	TBD
Location:	TBD
Language(s):	TBD
Cost per Hour, per Interpreter:	See Rate Sheet Interpreting

Guidelines

AML-Global will confirm the interpretation assignment with the client. AML-Global reserves the most qualified and experienced interpreters for each job. In order to ensure a successful event AML-Global will be requesting specific background information about the presentations and detailed information and terminology specific to your client and/or their industry. Failure to provide this information on a timely basis or at all may severely hamper the interpreter's ability to do their job effectively. AML-Global will not be responsible for subpar performance due to lack of information preceding the event.

Terms

Client agrees to pay AML-Global net: 30 days from the completion of the assignment.

The quote does not include labor charges that may be required due to unforeseen circumstances including acts of nature, after the contract is executed. AML-Global is not responsible for

cancellations or postponements due to acts of nature that are beyond our control. If an event is cancelled or postponed due to an act of nature, the client will be responsible for the full fees on the approved quote. Interpreters and technicians are offered locally based on availability at the time of scheduling. We strongly recommend that you finalize the booking in the recommended time of 60-90 days prior to event, to the extent that it is possible, and avoid travel, hotel, and other expenses which are the responsibility of the contracting party.

AML-Global may cancel a contract if payment is not made per our stated agreement. A project management fee may apply for changes in the scope of the project and additional services requested over and above the actual event. The fee will be charged at $150 per hour.

Cancellation by the client of a duly executed contract must be in writing and when received is subject to cancellation fees based on the following schedule: 30 calendar days prior to the event - 10% cancelation fee, 29 -15 days calendar days prior to the event - 20% cancelation fee and 14 - 3 calendar days prior to the event - 40% cancelation fee, less than 3 calendar days full fee.

Based on the interpreter's location, there may be additional charges for travel, mileage, accommodations, food, transportation and interpreting. Scheduling in less than the recommended time frame for your event may affect pricing. If legal proceedings are required to recover amounts due from Client to AML-Global under this contract, AML-Global shall be entitled to recover from the Client all costs of collection, including attorney's fees.

Translation:

Company Name:	Oxnard School District
Project:	TBD
Languages:	TBD
Estimated Word Count:	TBD
Price/Word:	See rate chart page 3
Formatting/DTP: Estimated at hours at $75 per hour.	

Translation:

Optional Certification

If you need the document certified, an additional $50.00 per certification will be charged. In order not to delay processing, the client must provide the document title, on a timely basis. AML–Global will create a title if we are not given one in a timely manner. AML-Global certification process is a follows: AML-Global certifies in a one-page affidavit that the completed translation is a true and accurate representation of the original document. We affirm that we have retained a professional translator. We then notarize the affidavit on one separate page and mail the client the original copy. If you would like to see an example of what we use, please request one and we will be happy to send it to you.

We utilize National Association Notary forms to notarize the affidavit, which constitutes the official "Certification". AML-Global cannot guarantee that these forms will be acceptable to the institution they are being sent to and we are not responsible for the decisions of the receiving party. The forms we use are industry standard and are generally acceptable. Before starting the assignment, and depending on the

language combination, an ATA Certified, Judicial Council or other State Certified linguist may be requested, to translate and/or to certify the translations. If this is requested and/or we are required to change our standard certification and/or translation process, we are happy to do so, but please note this may affect

the total cost of the project. If this is requested after the start of the project, this will affect the total cost of the project.

Translation Process

As an ISO 9001 and 13485 Certified company we adhere to comprehensive and well-established processes to achieve the highest quality translations. Our translation process centers on a 360-degree feedback mechanism. It starts with our experienced teams of native speaking linguists and project managers who translate and edit text. The text is translated, reviewed by an external editor and reviewed again by our multilingual project managers. Adjustments are made accordingly throughout the process to ensure the final product is a consistent and precisely accurate localized document. To augment our quality system, we have the most up to date document technology available and all documents are treated with the highest degree of confidentially and security within our entire system. Our detailed processes have proven to be highly effective over a long period of time.

Deliverables

To achieve the highest quality of translation, AML-Global requests that each client provide us with a preferential glossary of terms (if one exists). This will ensure that preferential word usage is properly followed.

There are many options for delivery to complete a project (Word, PDF, Excel, rolling basis, with bates numbers, etc.). In the outset of the project, you will decide what methods you will require. AML-Global will need all instructions and all files, including source files at the inception of the project. If all files are not received on a timely basis or any changes occur afterwards, this may lead to adjustments in delivery schedules as well as additional fees being charged.

Post Delivery & Editing

Please note the client has a right within 14 business days to ask AML-Global to review any potential adjustments to the translation project that may be needed and to determine if they are preferential in nature. If they are preferential in nature and the client has not provided a glossary of terms for the words and phrases in question, AML-Global has the right to charge for these post edits at the hourly fee of $75.00/hour with a 1-hour minimum. After 14 days, AML-Global has the right to charge for any changes.

If the project involves desktop publishing (DTP), editing, or formatting, and editing needs to be made post final delivery, this will result in additional costs at the same hourly rates quoted at the start of the project. Please note that the turnaround times quoted do not include time for client review, preferential changes and post editing. Proofing of final documents in which the client has provided DTP services will be billed at $75 per hour.

Agreed and Accepted

Date_07/14/2022_____ AML Gobal: *Jay Herzog*_____Sr Account Executive

Date_____ Oxnard School District _____

Lisa A. Franz, Director, Purchasing

AML-Global
AMERICAN LANGUAGE SERVICES
Making The World Smaller

AMERICAN LANGUAGE SERVICES EDUCATIONAL CLIENTS (PARTIAL LIST)

ABC Unified School District
Acton School District Office
Alhambra Unified School District
Anaheim City School District
Antelope School District
Arizona State University
Azusa Unified School District
Baldwin Park Unified School District
Bassett Unified School District
Bellflower Unified School District
Beverly Hills Unified School District
Bonita Unified School District
Carlsbad Unified School District
Castaic Union School District
Centinella Valley Union School District
Charter Oak Unified School District
Claremont Unified School District
Compton Unified School District
Conejo Valley Unified School District
Corinne A. Seeds University Elementary School
Corona Norco Unified School District
Covina Valley Unified School District
Crescenta Valley Water District
Culver City Unified School District
DeVry University
Duarte Unified School District
East Whittier City School District
Eastside Union District
El Rancho Unified School District
El Segundo Unified School District
Fairbanks North Star Borough School District
Federal Wage and Labor Law Institute
Franklin Elementary School
Garvey School District
Glendale Unified School District
Glendora Unified School District
Gorman School District
Hacienda La Puente Unified School District
Hampton University
Harvey Mudd College
Hawthorne School district
Hermosa Beach City School District
Hughes Elizabeth Lakes School District
Inglewood Unified School District
Keppel School District
La Canada Unified School System
Lancaster School District
Las Virgenes School District
LAUSD (Los Angeles) Community Outreach
LAUSD District 8, A, B, C, D, E, F, G, H, I, J
LAUSD Translation Unit
Lawndale School District
Learn.com
Lennox School District
Little Lake City School District
Long Beach City College CITD-CMTAC
Long Beach City College CITD-CMTAC
Long Beach Unified School District
Los Angeles County Office of Education
Los Nietos School District
Lynwood Unified School District
Marquez Charter School
MIND Institute
Monrovia Unified School District
Montebello Unified School District
Newhall School District

AML-Global
AMERICAN LANGUAGE SERVICES
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AMERICAN LANGUAGE SERVICES BUSINESS CLIENTS (PARTIAL LIST)

Orange County Department of Education
Oxnard School District
Palmdale School District
Palos Verdes Peninsula
Paramount Unified School District
Pasadena Unified School District
Placer County Office of Education
Pomona Unified School District
Redondo Beach Unified School District
Rio School District
Riverside Unified School District
Rosemead School District
Rowland Unified School District
San Bernardino County Schools
San Diego School District
San Francisco Unified School District
San Gabriel Unified School District
San Marino Unified School District
Santa Monica – Malibu School District
Saugus School District
SELP Casa Pacifica
SELPA Antelope Valley
SELPA Corona-Norco USD
SELPA Downey-Montebello
SELPA East San Gabriel Valley (Arcadia)
SELPA East San Gabriel Valley (Covina)
SELPA East Valley Consortium
SELPA Foothill (Glendale)
SELPA Long Beach
SELPA Los Angeles USD
SELPA Norwalk – La Mirada
SELPA Pasadena
SELPA Santa Clarita
SELPA Southwest Service Area (Lawndale)
SELPA Tri-Cities (Beverly Hills)
SELPA Ventura County
SELPA Whittier Area CO-OP
Simi Valley Unified School District
South Pasadena Unified School District
South Whittier School District
Southern CA School of Interpreting
Stanford University
Sulphur Springs School District
Temple City Unified School District
Torrance Unified School District
UCEA
UCLA Law School
UCLA Molecular Pharmacology Department
University of Southern California
Walnut Valley Unified School District
West Covina Unified School District
Western Psychological Services
Westside School District
Whittier City School District
Whittier Union High School District
William S. Hart Union School District
Wilson School District
Wiseburn School District

World Headquarters*:*
1849 Sawtelle Boulevard, Suite #600 • Los Angeles, California 90025
Phone: 800.951.5020 or 310.829.0741 Fax: 866.773.8591 email: translation@alsglobal.net
www.alsglobal.net

AMERLAN-03 KSHYAMALA

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 4/29/2022

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 License # 0757776
HUB International Insurance Services Inc.
PO Box 20005
Encino, CA 91436

CONTACT NAME: Donna Jones
PHONE (A/C, No, Ext): (310) 534-7992 FAX (A/C, No):
E-MAIL ADDRESS: donna.jones@hubinternational.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Sentinel Insurance Company, Ltd.	11000
INSURER B : Hartford Insurance Group	914
INSURER C : Houston Casualty Company	42374
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
American Language Services
1849 Sawtelle, Ste. 600
Los Angeles, CA 90025

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 2,000,000
	CLAIMS-MADE / OCCUR	X		72SBABA0072	2/1/2022	2/1/2023	DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 4,000,000
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$ 4,000,000
	OTHER:							$
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$ 2,000,000
	ANY AUTO			72SBABA0072	2/1/2022	2/1/2023	BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						X PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH)	N / A		72WECHO1821	2/1/2022	2/1/2023	E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Professional Liab.			H721118020	7/26/2021	7/26/2022	Limit	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Worker's Compensation is proof of coverage only.

Re: Project #18-15.
Oxnard School District is named as an Additional Insured for General Liability policy per attached endorsement form #SS 00 08 04 01.

CERTIFICATE HOLDER

Oxnard School District
1051 South A Street
Oxnard, CA 93030

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-122 – Communications Solutions (DeGenna/Jefferson)

Communications Solutions will provide complete auditory processing evaluations and training, including formal written reports and IEP reporting, for the Special Education Department during the 2022-2023 academic year.

Term of Agreement: August 22, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $5,000.00 (per attached Fee Schedule) - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-122 with Communications Solutions.

ADDITIONAL MATERIALS:

Attached: Agreement #22-122, Communications Solutions (13 Pages)
Fee Schedule (1 Page)
Certificate of Insurance (1 Page)

OXNARD SCHOOL DISTRICT

Agreement #22-122

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and Communications Solutions ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 22, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Five Thousand Dollars ($5,000.00) per attached fee schedule, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: Communications Solutions
315 San Luis Rey Road
Arcadia, CA 91007
Attention: Kelly Murtha
Phone: 818.640.3724
Fax: 818.806.3193
Email: kelly@assistivetechla.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**COMMUNICATIONS SOLUTIONS:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-122**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-122

SERVICES

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

***PER ATTACHED FEE SCHEDULE**

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

***PER ATTACHED FEE SCHEDULE**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-122**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-122

COMPENSATION

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

Total compensation shall not exceed Five Thousand Dollars ($5,000.00), per attached proposal/rate sheet, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $5,000.00, per attached proposal/rate sheet, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-122**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-122

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, Nurses, Therapists~~	~~$1,000,000~~
~~Architects~~	~~$1,000,000 or $2,000,000~~
~~Physicians and Medical Corporations~~	~~$5,000,000~~

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability~~, and Abuse/Molestation Coverages~~.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and ~~Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-122**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-122

CONFLICT OF INTEREST CHECK

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

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

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

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

Communications Solutions
315 San Luis Rey Rd, Arcardia, CA. 91007
T: 818-640 3724 | F: 818-806-3193
E: kelly@assistivetechla.com
www.assistivetechla.com

Communication Solutions – 2022-2023 Fee Schedule

- Assistive Technology Assessment: $1300.00 (IEP not included)
  - Consultation with the staff and family of student
  - Assess for access to reading, writing, math, and organization
  - Formal written report is included

- Alternative Augmentative Communication Assessment: $1300.00 (IEP not included)
  - Consultation with the staff and family of student who is non-verbal
  - Assess for communication system starting with low-tech moving to high-tech
  - Formal written report is included

- Personalizing Communication Systems: $100.00/hr

- Training to Incorporate AT/AAC strategies/systems: $155.00/hr

- Attend IEP: $150.00/hr (1 hour Maximum)

Contact information:
Communications Solutions
Kelly Murtha – Owner/AT Specialist
315 San Luis Rey Rd
Arcadia CA, 91007
818-640-3724
818-806-3193 (fax)
Kelly@assistivetechla.com

*****Travel time fee may be applied depending upon travel distance*****

Each service listed above should be considered to achieve optimal success for each communication system.

KELLMUR-01 GINBODEN

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 7/15/2022

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 License # 0H18131
Momentous Insurance Brokerage, A Marsh & McLennan Agency LLC Company
5990 Sepulveda Blvd., #550
Van Nuys, CA 91411

CONTACT NAME:
PHONE (A/C, No, Ext): (818) 933-2700 FAX (A/C, No): (818) 933-2701
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Sentinel Insurance Company	11000
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Kelly Murtha
dba Communication Solutions
315 San Luis Rey Rd
Arcadia, CA 91007

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE / OCCUR			72SBMUV9517	10/12/2021	10/12/2022	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO			72SBMUV9517	10/12/2021	10/12/2022	BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y / N	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

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

CERTIFICATE HOLDER

Oxnard School District
1051 South A Street
Oxnard, CA 93030

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

ACORD 25 (2016/03)

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-123, John Tracy Center (DeGenna/Jefferson)

John Tracy Center will provide complete audio-visual therapy evaluations and supporting services, including formal written reports and IEP reporting, for the Special Education Department during the 2022-2023 academic year.

Term of Agreement: August 22, 2022 through June 30, 2023

FISCAL IMPACT:
$5,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-123 with John Tracy Center.

ADDITIONAL MATERIALS:

Attached: Agreement #22-123, John Tracy Center (13 Pages)
Rate Sheet (1 Page)
Certificate of Insurance (4 Pages)

OXNARD SCHOOL DISTRICT

Agreement #22-123

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and John Tracy Center ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 22, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Five Thousand Dollars ($5,000.00), per the attached rate sheet, unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: 805.385.1501, x2175
Fax: 805.385.1509

To Consultant: John Tracy Center
2160 West Adams Blvd.
Los Angeles, CA 90018
Attention: M. Cecilia Vanin
Phone: (213) 748.5481
Fax: (213) 749.1651
Email: cvanin@jtc.org

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**JOHN TRACY CENTER:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-123**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-123

SERVICES

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

***PER ATTACHED RATE SHEET**

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

***PER ATTACHED RATE SHEET**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project **#22-123**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-123

COMPENSATION

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

Total compensation shall not exceed Five Thousand Dollars ($5,000.00), per the attached rate sheet, unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $5,000.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-123**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-123

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.

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 except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and

Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-123**

<u>EXHIBIT D</u>
TO AGREEMENT FOR CONSULTANT SERVICES #22-123

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **<u>JOHN TRACY CENTER</u>**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

JOHN TRACY CENTER

The leading diagnostic and educational center for young children with hearing loss

2022-23 Special Education and Related Fees

Effective Date: July 1st, 2022, through June 30th, 2023

NPA

Services and Related Services	Fees			Time Allotment (i.e. per hour, day, or month?)
	Individual	Group	Consult	
EDUCATIONAL SERVICES				
Specialized Services for Low Incidence * DHH Itinerant	$183.75			Per hour (Minimum 30 minutes session)
Specialized Services for Low Incidence* AVT	$183.75			Per hour (Minimum 30 minutes session)
Specialized Services for Low Incidence *CA Tele-practice AVT/DHH	$183.75			Per hour
Speech and Language Pathology (SLP)	$183.75			Per hour
Specialized Services for Low Incidence		Friday Family School $68.25		Per unit delivered (2.5 hours)
ADDITIONAL EDUCATIONAL SERVICES				
Independent Education Evaluation (IEE) (DHH, LSL, SLP)	$1,050			Includes Assessment Report, Presentation of Report
DHH Initial Assessment	$735			Includes Assessment, Classroom Observation, Report, and IEP
AVT Initial Assessment	$892.50			Includes Assessment, Report, and IEP
SLP Initial Assessment	$892.50			Includes Assessment, Report, and IEP
Triennial	$682.50			Includes assessments, report, and IEP meeting
Additional IEP Meeting	$183.75			Per hour (1 Hour Minimum)
School In-service Presentation	$262.50			Per hour (1 Hour Minimum)
School Staff Phone Consultation	$183.75			Per hour (30 minutes Minimum)
COUNSELING				
Counseling and Guidance Services	$162.23			Per hour (1 Hour Minimum)
Parent Counseling and Training	$162.23			Per hour (1 Hour Minimum)

NPS

Designated Instruction and Related Services	Fees			Time Allotment (i.e. per hour, day, or month?)
	Individual	Group	Consult	
Specialized Academic Instruction (SAI)		$172.98 or $183.75		3-hour day or 6-hour day
Specialized Academic Instruction-Extended School Year (ESY)		$172.98 or $183.75		3-hour day or 6-hour day
Specialized Services for Low Incidence (LI) (DHH)	$183.75			Per hour
Specialized Services for Low Incidence (LI) (AVT)	$183.75			Per hour
Language and Speech Development and Remediation*(SLP)	$183.75			Per hour
Counseling and Guidance Services	$157.50			Per hour (1 Hour Minimum)
Parent Counseling and Training	$157.50			Per hour (1 Hour Minimum)

***Contract Services include direct instructional services per ISA, data base notes, progress report, and one annual IEP meeting.**

OTHER SERVICES

AUDIOLOGY				
Comprehensive Audiological Evaluation – Diagnostic	$472.50			Per appointment
Audiology Consultation – IFSP/IEP			$210	Per hour (1 Hour Minimum)
Audiology Consultation – Equipment			$52.50	Quarter Hour

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/3/2021

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

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

PRODUCER
Arthur J. Gallagher & Co.
Insurance Brokers of CA., Inc.
505 N Brand Blvd, Suite 600
Glendale CA 91203

License#: 0726293
JOHNTRA-02

CONTACT NAME: Naomi Broder
PHONE (A/C, No, Ext): 818.539.8664 **FAX (A/C, No):** 818.539.2301
E-MAIL ADDRESS: naomi_broder@ajg.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Nonprofits' Insurance Alliance of CA	
INSURER B : Service American Indemnity Company	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
John Tracy Clinic
2160 W. Adams Blvd.
Los Angeles, CA 90018

COVERAGES **CERTIFICATE NUMBER:** 71717323 **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	X COMMERCIAL GENERAL LIABILITY	Y		2021-17720	8/31/2021	8/31/2022	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 3,000,000
	POLICY PRO-JECT X LOC						PRODUCTS - COMP/OP AGG	$ 3,000,000
	OTHER:							$
A	AUTOMOBILE LIABILITY			2021-17720	8/31/2021	8/31/2022	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
							Comp & Collision	$ 500\$500
A	X UMBRELLA LIAB X OCCUR			2021-17720-UMB	8/31/2021	8/31/2022	EACH OCCURRENCE	$ 5,000,000
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$ 5,000,000
	DED RETENTION $							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N	N / A		SATIS0367100	12/1/2020	12/1/2021	X PER STATUTE OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Professional Liability			2021-17720	8/31/2021	8/31/2022	Per Claim Aggregate	$1,000,000 $3,000,000

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

Nonprofits' Insurance Alliance of CA - A.M. Best #011845

Policy: Improper Sexual Conduct
Policy#: 2021-17720
Carrier: Nonprofits' Insurance Alliance of CA
Policy Term: 8/31/2021 To 8/31/2022
Per Claim: $1,000,000 / Aggregate: $3,000,000

See Attached...

CERTIFICATE HOLDER

Oxnard School District
1051 South "A" Street
Oxnard CA 93030

CANCELLATION

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

AUTHORIZED REPRESENTATIVE
Melissa Cuny

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AGENCY CUSTOMER ID: JOHNTRA-02

LOC #:

ADDITIONAL REMARKS SCHEDULE

AGENCY	NAMED INSURED
Arthur J. Gallagher & Co.	John Tracy Clinic 2160 W. Adams Blvd. Los Angeles, CA 90018
POLICY NUMBER	
CARRIER / NAIC CODE	EFFECTIVE DATE:

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,

FORM NUMBER: 25 **FORM TITLE:** CERTIFICATE OF LIABILITY INSURANCE

Policy: Cyber Liability
Policy#: ESK0033069792
Carrier: Underwriters at Lloyd's London
Policy Term: 8/31/2021 To 8/31/2022
Limit: $2,000,000 / Aggregate: $2,000,000 / Retention: $2,500

Policy: Directors & Officers Liability
Policy#: 2021-17720-DO-NPO
Carrier: Nonprofits' Insurance Alliance of CA
Policy Term: 8/31/2021 To 8/31/2022
Per Claim: $1,000,000 / Aggregate: $1,000,000 / Retention: $5,000

Oxnard School District is named additional insured with respect to the operations of the named insured. Workers Compensation coverage is evidence only.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – OWNERS, LESSEES OR CONTRACTORS – SCHEDULED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)	Location(s) Of Covered Operations
Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.	All insured premises and operations.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.	

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

1. Your acts or omissions; or
2. The acts or omissions of those acting on your behalf;

in the performance of your ongoing operations for the additional insured(s) at the location(s) designated above.

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

B. With respect to the insurance afforded to these additional insureds, the following additional exclusions apply:

This insurance does not apply to "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

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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.

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

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

1. Required by the contract or agreement; or

2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

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

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-124 – Every Special Child, LLC (DeGenna/Jefferson)

Every Special Child, LLC will provide temporary services to Oxnard School District students consistent with the student's Individualized Education Program (IEP), which may include direct and consultative services as needed for the positions listed. Additionally, Every Special Child, LLC may conduct assessments, write assessment reports, attend, and present IEP meetings, develop goals, and monitor progress on goals.

Service Providers:

- Paraprofessionals
- Speech Language Pathologist/Speech Language Pathologist Assistant
- Special Education Teacher/DHH Teacher/VI Teacher
- School Psychologist
- Occupational Therapist

Term of Agreement: August 16, 2022 through June 30, 2023

FISCAL IMPACT:
Total amount not to exceed $420,000.00 - Special Education Funds.

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-124 with Every Special Child, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #22-124, Every Special Child, LLC (3 Pages)
Rate Sheet (1 Page)

OSD AGREEMENT #22-124

SERVICES AGREEMENT

This SERVICES AGREEMENT is made as of **August 24, 2022** by and between **Oxnard School District**, **("OSD"),** whose address is **1051 South A Street, Oxnard, CA 93030** and, **Every Special Child LLC. (the "ESC")** whose address is **288 Durham Avenue Metuchen, NJ 08840** (collectively referred to herein as the **"OSD"**, and **"ESC")**.

THEREFORE, in consideration of the mutual covenants, rights, and obligations set forth in this Agreement, the Parties agree as follows:

1. **CONTRACT PERIOD:** The **"ESC"** work as specified in this agreement shall commence on Date as specified in Appendix-A:

2. **COMPENSATION:** For the full performance of this agreement, the **"OSD"** shall pay the **"ESC"** as follows: Consultant's Fee:

   a) **For ESC rates:** Rate as Specified in Appendix A
   b) **ESC** will work for **30-40** billable hours per week
   c) School shall not be liable to pay for school holidays

3. **SERVICES TO BE PROVIDED:** "ESC" shall assist with the provision of special education and/or related special needs services including but not limited to, provide Students with special education needs or require an Individualized Education Program ("IEP"); provide direct service, perform any needed evaluation, and recommend equipment to carry out special education program in consultation with director, principals, teacher/school staff, and parents.

4. **DISTRICT'S RESPONSIBILITIES:** In consideration of the provision of the "ESC" Services under the terms of this Agreement "OSD" agrees to pay the "ESC" for the invoiced costs associated with providing education and related services, within **15 days** of receipt of an invoice for the services.

5. **NON-SOLICITATION:** Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

6. **LIMITATION ON LIABILITY; INDEMNIFICATION:** The "ESC" shall have no liability with respect to, and shall not be obligated to indemnify or hold harmless, or its affiliates, officers, directors, managers, employees, agents or other representatives from or against any cost, loss, expense, damage or liability arising in respect of the "ESC".

7. **CONFIDENTIALITY OF RECORDS:** "ESC" will maintain the confidentiality of Program personnel, student and other records in accordance with the requirements of Applicable Law. The Parties agree that, while "ESC" will be authorized to use student education records to the full extent permitted by Applicable Law, "ESC" does not possess an ownership interest in such records.

8. **EMPLOYEES DEEMED TO BE CONSULTANTS:** Employees or Independent Contractors of "ESC" engaged in performing the Services shall be considered to be providing such Services to "OSD" as its consultants. Under no circumstances (including federal, state and local law) shall such employees or Independent Contractors be considered to be employees or Independent Contractors of "OSD" or any of its subsidiaries.

9. **INDEPENDENT CONTRACTOR:** In performing the Services, each Party shall be an independent contractor and neither Party shall be deemed to be an agent, partner or co-venturer of the other due to the terms and provisions of this Agreement. For the avoidance of doubt, neither Party nor any of its employees, partners, officers or agents shall have any right, power or authority to bind the other Party in any manner whatsoever, except at the express instruction of such other Party.

10. **COOPERATION AND DISPUTE RESOLUTION:** "ESC" and "OSD" shall appoint a point of contact, respectively, to coordinate the provision of Services (such person, a "Service Coordinator"). Service Coordinator shall have the authority and responsibility to represent in relation to this Agreement and make appropriate decisions on day-to-day issues subject to the terms of this Agreement; coordinate the technical aspects of the Services and consult on the operation and management of the Services; monitor and compliance with its obligations under this Agreement and review the performance of the Services; and resolve any dispute between the Parties. Each of the Parties shall have the right to change its Service Coordinators at any time by providing written notice to the other Party.

11. **BOOKS AND RECORDS:** During the Term and for two (2) years following the termination of this Agreement (or such shorter period of time agreed to in writing by the Parties), each Party shall in the ordinary course of business and consistent with past practice keep books and records of the Services provided and reasonable supporting documentation of all charges incurred in connection with providing such Services, and shall make such books and records available to the other Party and its representatives, upon reasonable notice, during normal business hours, and as necessary to comply with any compelled disclosure or other circumstances in which information regarding the Services is required by deposition, interrogatory, request for documents, order, subpoena, civil investigative demand or similar process issued by a court of competent jurisdiction or by a governmental body.

12. **AGREEMENTS WITH THIRD PARTIES:** ESC represents and warrants that at the time of the making of this agreement it has no legal or contractual obligations to a third party that contravenes or interferes with this agreement.

13. **TERMINATION:** Either Party may terminate this Agreement at any time with twenty (20) calendar day written notice prior to the other Party for cause. Termination for cause shall mean the breach of any material term or failure to fulfil any material condition, term, provision, representation, or obligation contained in this Agreement.

14. **GOVERNING LAW:** This Agreement shall be governed by, construed and enforced in accordance with the laws of the State of New Jersey, without regard to the conflict of laws principles thereof.

15. **MODIFICATION:** This Agreement may be modified or amended only by a duly authorized written instrument executed by the parties hereto.

16. **SEVERABILITY:** If any of the provisions of this Agreement shall be invalid or unenforceable, such invalidity or unenforceability shall not invalidate or render unenforceable the entire Agreement, but rather the entire Agreement shall be construed as if not containing the particular invalid or unenforceable provision or provisions, and the rights and obligations of the party shall be construed and enforced accordingly, to effectuate the essential intent and purposes of this Agreement.

17. **INSTRUCTIONAL TOOLS AND MATERIALS:** Any instructional tools, supplies and equipment, including without limitation textbooks and multi-media teaching tools determines in its discretion to be necessary to deliver the Educational Program for the job shall be provided by "OSD".

18. **TIMESHEET:** Payment has to be made on the basis of counter-signed timesheet. Any discrepancy in timesheet should be communicated within 15days. After 15days ESC has all the rights to raise invoices in full as per the countersigned timesheet.

IN WITNESS WHERE of this Agreement contains the entire understanding between the parties and all prior negotiations and agreements are merged herein the Parties have executed this Agreement. The signatures below signify both an understanding and acceptance of the contract provisions.

Every Special Child LLC

Signature_____ Date:_____ Position_____

Name:_____ Phone:_____ Email:_____

Oxnard School District

Signature_____ Date:_____ Phone:__**805-385-1501**_____

Name__**Lisa A. Franz**_____ Position_**Director, Purchasing**____

Email:__**lfranz@oxnardsd.org**_____ Address_**1051 South A Street, Oxnard, CA 93030**____

APPENDIX – A

CANDIDATE NAMES: #1	**Yazmin Lopez**
#2	**Erick Garcia**
#3	**Laurie Trinidad**
#4	**Darrell Blythe**
#5	**Sebastian Aguilar**
SERVICES	**Para-professional**
PAY RATE FOR SERVICES	**$50 Per Hour**
CONTRACT TERM	**School Year 2022-23**
START DATE	**August 16, 2022**
END DATE	**June 16, 2023**
SERVICE TIME/HOURS	**30-40 Hours Per Week**

ESC Rate Sheet School Year 2022-23

Every Special Child LLC, (ESC) manages the manpower solutions for Special Education/Education Services Department of your school/district. Our motto is to provide the right person for the right job. Below is the list of candidates and rate sheet for school year 2022-23.

Sr. No.	Services	Rate	Period
1	Para Professionals/ Educators	$50	Per Hour
2	Speech/Language Pathologist Assistant	$65-70	Per Hour
3	Special Education Teacher	$85-90	Per Hour
4	School Nurse/RN/BSN	$85-90	Per Hour
5	Specialized Deaf and Hard of Hearing	$85-95	Per Hour
6	Visually Impaired Teacher	$85-95	Per Hour
7	Speech/Language Pathologist	$90-100	Per Hour
8	School Psychologist	$95-110	Per Hour
9	Occupational Therapy	$90-100	Per Hour
10	Social Worker	$75-85	Per Hour

The above-mentioned rates are all inclusive, which means you do not pay any additional fees to state, Federal Taxes, worker compensation, Social Security etc. Any other payment is preapproved bye the school/district authorities in writing.

If you wish to direct hire the candidates through us then one time finder's fee of $12,000 should be paid to Every Special Child LLC, withing 15 days of completing the onboarding process.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Personnel Agreement

Ratification of Agreement #22-125 – California State University, Northridge (Torres)

The Oxnard School District will provide student teaching experience through practice teaching to students enrolled in teacher training curricula of California State University, Northridge. "Practice Teaching" refers to active participation in the duties and functions of classroom teaching under the direct supervision and instruction of district employees.

Term of Agreement: July 1, 2022 through June 30, 2025

FISCAL IMPACT:
None

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #22-125 with California State University, Northridge.

ADDITIONAL MATERIALS:

Attached: Agreement #22-125, California State University, Northridge (5 Pages)
Certificate of Insurance (1 Page)

OSD AGREEMENT #22-125

Agreement No. TA 2122.20
(Ref. Multi-year: TA 2122.20
(July 2022-June 30 2025)
California State University, Northridge

STUDENT TEACHING AGREEMENT

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of the State University noted below, all of which are hereinafter called State or State University, and the School District/School, noted below, hereinafter called the District.

WITNESSETH

WHEREAS, The District is authorized to enter into agreements with the State, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of the State University; and

WHEREAS, any such agreement may provide for the payment for the services rendered by the District of an amount not to exceed the actual costs to the District of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the District under this agreement do not exceed the actual cost to the District of the services rendered by the District; and

WHEREAS, the honorarium or payment provided herein is intended to be transmitted promptly by the District to the supervising teacher as compensation for and recognition to services performed for the student teacher in the supervisory teacher's charge.

NOW THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The State University and the District are as follows:

UNIVERSITY	**DISTRICT**
California State University, Northridge	**Oxnard School District**

This AGREEMENT shall become effective upon execution and shall continue in perpetuity until terminated by either party after giving the other party thirty (30) days' advance written notice of the intention to terminate, provided further, however, that any such termination of the agreement by the District shall not be effective against any such STUDENT(S) who at the date of the mailing of notice of termination was participating in said program until such STUDENT(S) has completed the program as mutually agreed upon.

Payment for SERVICES for subsequent fiscal years is contingent upon approval of the State Budget.

The SERVICES to be provided by District to State shall not exceed 100 semester units of Practice Teaching per Fiscal Year (**July 2022-June 30, 2025**).

The State shall pay District for such services at the RATE AND AMOUNT of $25.00 per semester unit per Fiscal Year.

Invoices must be sent to:

University Accounts Payable
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8202

GENERAL TERMS

1. The District shall provide to State University students teaching experience through practice teaching in schools and classes of the District not to exceed the units of practice teaching set forth in the Special Provisions. Such practice teaching shall be provided in such schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and the State through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for practice teaching any student of the State University assigned to practice teaching in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the State University to practice teaching in the District.

Practice teaching as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. The State will pay the District for the performance by the District of all services required to be performed under this agreement at the rates set forth in the Special Provisions for each semester or quarter unit of practice teaching.

A semester unit of practice teaching for elementary and secondary schools is approximately twenty (20) minutes of practice teaching daily for five (5) days a week for eighteen (18) weeks. A quarter unit of practice teaching is two-thirds (2/3) of a semester unit. For community colleges and/or adult schools, a semester unit is approximately 20 minutes of practice teaching daily three (3) days a week for eighteen (18) weeks during regular session.

3. An assignment of a student of the State University to practice teaching in schools or classes of the District shall be, at the discretion of the State, either for approximately nine (9) weeks or for approximately eighteen (18) weeks, but a student may be given more than one assignment by the State University to practice teaching in such schools or classes.

The assignment of a student of the State University to practice teaching in the District shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

In the event the assignment of a student of the State University to practice teaching is terminated by the State University for any reason, the District shall receive payment on account of such student except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the District shall receive payment for an assignment for nine (9) weeks only. If a student is assigned by the State University to another teacher of the District after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

4. Within a reasonable time following the close of each semester or quarter of the State University, the District shall submit an invoice, in triplicate, to the State University for payment, at the rate provided herein, for all units of practice teaching provided by the District under and in accordance with this agreement during said semester or quarter. The District shall attach to the invoice a certificate, in triplicate, executed by a duly authorized representative of the District certifying that the District expended or became obligated to expend in providing such practice teaching an amount not less than the amount of the invoice. The State will pay the amount of such invoice from moneys made available for such purpose by or pursuant to the laws of the State. All invoices for services for each fiscal year must be received by University Accounts Payable no later than August 31 following the close of that fiscal year. Any invoices received after this date will be returned unprocessed.

5. Notwithstanding any other provisions of this agreement, the State shall not be obligated by this agreement to pay the District any amount in excess of the total sum set forth in the Special Provisions.

6. STUDENT(S) shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the UNIVERSITY. The student shall be considered employees of the CP for the duration of the Internship/Service-Learning placement, or where this is not possible CP will sign up STUDENT(S) as an "official volunteer" of CP for purposes of Workers' Compensation and liability coverage.

7. INSURANCE

A. University Insurance. See Exhibit A.

B. Student Insurance. University shall require that during the term of each student's clinical rotation, each student shall be covered by comprehensive general and professional liability insurance to protect the student, Facility and University against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such insurance shall be with limits not less than $1 million each claim, $3 million policy aggregate, on a claim made basis including three (3) years extended reporting period.

C. School District Insurance. School District shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars ($2,000,000) for each occurrence and four million dollars ($4,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. School District shall also maintain and provide evidence of workers' compensation and disability coverage for its employees as required by law. Insurance shall provide for not less than thirty (30) days' notice of cancellation to University. School District shall provide University with evidence of the insurance required under this paragraph upon request of the University. School District shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

8. INDEMNIFICATION. See Exhibit A.

7. For any virtual or in-person placements, the DISTRICT is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". The DISTRICT is familiar with and informed about the Centers for Disease Control and Prevention "CDC") current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. The DISTRICT, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, the DISTRICT will take steps to comply with the modified, changed or updated guidelines or directives. If at any time the DISTRICT becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify UNIVERSITY of that fact.

(Signature page follows)

STATE OF CALIFORNIA

Trustees of the California State University

BY_____

TITLE Director, Purchasing & Contract Administration
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8231
818/677-2301
818/677-6544 (fax)

SCHOOL DISTRICT

Oxnard School District

BY_____

TITLE Director, Purchasing
Oxnard School District
1051 South A Street
Oxnard, CA 93030
805/385-1501
805/385-1522 (Fax)

SCHOOL DISTRICT CERTIFICATION

I, the duly appointed and acting Clerk or Secretary of 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 _____, 20___.

It was moved, seconded and carried that the attached contract with the Trustees of The California State University, whereby the University may assign students to the schools in the School District for practice teaching, be approved; and the

_____is hereby authorized to execute the same.≅

BY _____
Clerk, Secretary (strike one) of the Governing Board of
The School District

EXHIBIT A
MOU INSURANCE LANGUAGE

Indemnification:

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

Insurance:

1. **Commercial General Liability Insurance:** Provider shall procure and maintain, during the term of this Agreement, not less than the following General Liability Insurance coverage in the amounts of $1,000,000 per occurrence and $2,000,000 aggregate.

2. **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.

3. If professional services are offered, Provider shall procure and maintain, during the term of this agreement, Professional Liability (Errors and Omissions) insurance coverage in the amounts of $1,000,000 per occurrence and $2,000,000 aggregate.

4. **Certificates of Insurance:** Provider shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than 15 days prior to commencing the proposed activity, and at any other time upon the request of the District. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates of such insurance shall be filed with the District on or before commencement of the services under this Agreement.

5. **Provider's Commercial General Liability insurance** and **Commercial Automobile Liability coverage** and **Abuse and Molestation coverage** shall name the Oxnard School District, its governing board, officers, agents, employees, and/or volunteers as additional insureds. All endorsements specifying additional insureds for any of the Insurance Policies shall be as indicated below or an equivalent endorsement reasonable acceptable to the Oxnard School District.
    1. **General Liability:** CG 20 26 10 01
    2. **Commercial Automobile:** CA 20 48 10 13 (not applicable)

6. **Acceptability of Insurers:** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A:VII, unless otherwise acceptable to the Oxnard School District.

7. **Insurance written on a "claims made" basis** is to be renewed by the Provider and all Provider subcontractors for a period of 3 years following termination of this Agreement. Such insurance must have the same coverage and limits as the policy that was in effect during the term of this agreement, and will cover the Provider for all claims made.

8. **Worker's Compensation Insurance:** Provider shall procure and maintain, during the term of the Agreement, Workers' Compensation Insurance, as required by California law, on all of its employees engaged in work related to the performance of this Agreement. Provider shall procure and maintain Employers' Liability insurance coverage of $1,000,000.

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 6/28/2022

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
Alliant Insurance Services, Inc.
560 Mission Street, 6th Floor
San Francisco, CA 94105

CONTACT NAME:
PHONE (A/C, No, Ext): 415-403-1400
FAX (A/C, No):
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Lloyds of London	
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
The California State University (CSU)
401 Golden Shore, 5th Floor
Long Beach, CA 90802

COVERAGES **CERTIFICATE NUMBER:** 1120524795 **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	X COMMERCIAL GENERAL LIABILITY			B1820WLS22A038	7/1/2022	7/1/2023	EACH OCCURRENCE	$ 2,000000
	X CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 25,000
							MED EXP (Any one person)	$ 25,000
							PERSONAL & ADV INJURY	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 4,000,000
	X POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$ 4,000,000
	OTHER:						Sex Abuse/Molest.	$ 2,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE ☐ OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N ☐ (Mandatory in NH)	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Student Academic Field Experience for Credit Liab Insurance Prog (SAFECLIP)			B1820WLS22A038	7/1/2022	7/1/2023	$2,000,000 $4,000,000	Each Claim Policy Aggregate

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

THIS CERTIFICATE IS PROVIDED FOR EVIDENCE ONLY. General Liability and Professional Liability coverage is provided on a claims-made basis including a 3 year extended reporting period. Coverage extends to students enrolled in covered academic courses. Coverage extends to any affiliate institution to whom the Named Insured is obligated by written agreement to add as Additional Insured. Coverage applies only when there exists a written agreement between the University and the affiliate institution, which is executed prior to an incident giving rise to a claim for a covered loss.

CERTIFICATE HOLDER

EVIDENCE OF COVERAGE

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-127 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)

It is recommended that the Board of Trustees ratify the service agreements with Ventura County Office of Education (VCOE) for Extended School Year during the period of July 1, 2022 through July 15, 2022, to provide exceptional services to the special education students listed below that consist of support from Special Circumstances Paraeducators (SCP's), including.

KG062008 - $1,961.85
ZS121507 - $1,070.00

FISCAL IMPACT:
$3,031.85 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-127 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of $3,031.85.

ADDITIONAL MATERIALS:
Attached: Agreement #22-127, Ventura County Office of Education (2 Pages)

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **March 29, 2022**, is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, **KG062008** [redacted], a Special Education pupil who is a resident of DISTRICT and currently attends, **Foster Middle School** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 330 minutes daily. ESY will be provided at 220 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin **3/29/2022** (*IEP date~3/29/2022*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date*: *(including ESY, if applicable)*	[redacted]	UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/15/2022)*	
ESTIMATED COSTS:	$ _____	+	$ 1,961.85

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

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

OXNARD SCHOOL DISTRICT

_____
Signature (DOR Authorized Representative)

Title: Director, Purchasing

Date: _____

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: _____
VCOE Business Services Authorized Representative

Date: _____

Estimated Cost $ 1,961.85

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **July 1, 2022,** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, ZS121507 [redacted] a Special Education pupil who is a resident of DISTRICT and currently attends, **Triton Academy,** a special education program operated by SUPERINTENDENT.

2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.

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

   Authorized exceptional service(s) shall consist of **Paraeducator performing special circumstance educational support through out the school day for 1,944 minutes weekly. ESY will also be provided at 240 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.

6. The term of this contract shall begin 7/1/2022 (*IEP date~5/17/2022*) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-*based on IEP date:* *(including ESY, if applicable)*	[redacted]		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/8/2022)*
ESTIMATED COSTS:	$ _____	+	$ 1,070.00

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

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

OXNARD SCHOOL DISTRICT

_____
Signature

Title: Director, Purchasing

Date: _____

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: _____
Business Services Authorized Representative

Date: _____

Estimated Cost $ 1,070.00

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-129 – The Stepping Stones Group, LLC (DeGenna/Jefferson)

The Stepping Stones Group, LLC will provide supplemental staffing to the Special Education Department on an "as needed" basis during the 2022-2023 school year. The Stepping Stones Group, LLC will be responsible for payment of each of their service provider's wages and insurance, including worker's compensation and general liability. Oxnard School District will provide orientation, support, facilities, and training for service providers.

Service Providers:

- **Speech Language Therapist**
- **Speech Language Therapist Assistants**
- **Occupational Therapist**
- **Psychologist**

Term of Agreement: August 22, 2022 through June 30, 2023

FISCAL IMPACT:
Total amount not to exceed $5,500.00 - Special Education Funds.

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-129 with The Stepping Stones Group, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #22-129, The Stepping Stones Group, LLC (7 Pages)
Employee List for OSD (4 Pages)
Certificate of Insurance (3 Pages)

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
123 N. Wacker Drive Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

AGREEMENT

This Agreement is made and entered August 22, 2022, by and between The Stepping Stones Group LLC, 123 N. Wacker Drive, Suite 1150, Chicago, IL 60606 hereinafter referred to as "Contractor" and, Oxnard School District, 1051 South A Street, Oxnard, CA 93030, hereinafter referred to as "School District." It is hereby agreed as follows:

SERVICES, RATES AND BILLING: Contractor agrees to provide the services, at the designated rates, as listed in Appendix A to this Agreement.

School District agrees to be billed (except during holidays) by Contractor for up to 40 hours per week for each of Contractor's employees, unless agreed otherwise. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by School District. Any hours worked that are considered overtime by state or federal law will bebilled at 150% of bill rate. School District will not be billed during school closures and school holidays.

When Statutory Costs and other employee costs of living increase, Contractor will pass those increases along to School District with no mark-up. School District agrees to pay such increases at the same time as any billed fees pursuant to this Agreement. Statutory Costs include any costs and expenses of Contractor that are associated with Workers Comp, FICA, FUTA, SUTA, and incremental costs associated with the Affordable Care Act (ACA), among others.

TRAVEL TIME & MILEAGE: To the extent applicable, travel between schools will be considered billable time and the mileage will be billed at the current IRS mileage rate. No travel will be billed when work is completed at one site.

PAYMENT TERMS: School District will be billed every two weeks via email and agrees to pay all outstanding invoices within 30 days of receipt. School District agrees and understands that School District is billed on actual hours of service provided by the Contractor's employee, based on the total hours listed on a biweekly timesheet. To ensure billing accuracy and timeliness, School District will complete the Billing Details just above the signature section of this Agreement.

A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by School District will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys' fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by School District. If payment of invoices is not current, Contractor may suspend performing further work.

Corporate Office
2123 N. Wacker Drive Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

REMITTANCE DETAILS: School District will make payments to Contractor at the following address:

PO Box 6280
Carol Stream, IL 60197

If School District prefers to make payments via electronic ACH, instructions can be obtained from the Contractor representative.

EMPLOYEE BENEFITS AND INSURANCE: Contractor will be responsible for providing all employee benefits and insurance including workers' compensation, general liability and professional liability insurance coverage (with policy limits and deductibles that are appropriate for similarly situated school districts).

NO SOLICITATION: During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District or any candidate submitted by Contractor to School District. School District agrees that if School District breaches this no solicitation covenant, direct and indirect damages may be assessed and recovered by Contractor, and Contractor shall be entitled to seek and obtain specific performance.

CONFIDENTIALITY: School District agrees not to provide any information pertaining to the contents of this Agreement to any individual or any entity that may be considered a competitor of the Contractor. School District further agrees not to discuss or disclose any information pertaining to the contents of this Agreement, including but not limited to fees/costs, duration and terms, etc. to the Contractor's employee assigned to provide services to the School District. Disclosure of such information to the Contractor's employee will be considered a breach of this Agreement.

Both parties may receive information that is proprietary to or confidential to the other party or its affiliated companies and their clients in connection with the parties' performance of services under this Agreement. Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement or as required by law. No knowledge, possession, or use of School District's confidential information will be imputed to Contractor as a result of any of Contractor's employees having access to such information. The provisions set forth in the foregoing paragraph and this paragraph shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

Contractor agrees that it is subject to, and shall comply with, all federal and state laws and School District policies relating to the confidentiality of student information, including, without limitation, compliance with the Family Educational Rights and Privacy Act (FERPA).

Corporate Office
123 N. Wacker Drive Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

COOPERATION: School District agrees to cooperate fully and to provide assistance to Contractor in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve any employees of Contractor.

TERM AND TERMINATION: This Agreement will commence on the date hereof and shall continue through June 30, 2023 (the "Initial Term"). Following the completion of the Initial Term, the Agreement shall remain in effect from school year to school year (each such year, a "Renewal Term") unless either party notifies the other party in writing of its intention to terminate the Agreement at least thirty (30) days prior to the end of the then-current Renewal Term. In connection with each Renewal Term, Contractor will deliver an updated Appendix A, and such Appendix A shall automatically be effective for such Renewal Term, provided, that updates to Appendix A will not increase the applicable Hourly Rate, as set forth on Appendix A, by more than 4% without the prior written consent of School District.

School District agrees not to terminate the Agreement until the end of the Initial Term or any Renewal Term unless (a) Contractor's employee assigned to School District as a whole is deficient in performance of the services hereunder or (b) any employee of Contractor assigned to School District commits an act of professional or ethical misconduct. School District agrees to notify Contractor of any deficiencies in services or possible unethical or unprofessional conduct as soon as School District becomes aware of such deficiencies or misconduct and further agrees to permit Contractor the opportunity to cure any deficiency or misconduct within thirty (30) days of Contractor's receipt of such notice prior to School District delivering notice of termination of this Agreement. Contractor may terminate this Agreement (i) if School District discontinues operations or (ii) if School District fails to make any payments as required by this Agreement.

NONDISCRIMINATION: Contractor represents and warrants that it does not discriminate in hiring and employment practices regarding race, color, religion, disability, sex, age, national origin, ancestry, marital status, pregnancy, or sexual orientation.

INDEMNIFICATION AND LIMITATION OF LIABILITY: To the extent permitted by law, Contractor will defend, indemnify, and hold School District and its equity holders, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from Contractor's breach of this Agreement; its failure to discharge its duties and responsibilities under this Agreement; or the gross negligence or willful misconduct of Contractor or Contractor's officers, employees, or authorized agents in the discharge of those duties and responsibilities under this Agreement.

To the extent permitted by law, School District will defend, indemnify, and hold Contractor and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from School District's breach of this Agreement; its failure to discharge its duties and responsibilities under this Agreement; or

Corporate Office
123 N. Wacker Drive Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

the gross negligence or willful misconduct of School District or School District's officers, employees, or authorized agents in the discharge of those duties and responsibilities under this Agreement.

Except as expressly set forth herein, neither party shall be liable for or be required to indemnify the other party for any incidental, consequential,exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardlessof the form of action (whether in contract, tort, negligence, strict liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

As a condition precedent to indemnification, the party seeking indemnification will inform the other party within ten (10) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter.

The provisions in this section of the Agreement constitute the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

NOTICES: Notices to Contractor shall be sent to:

The Stepping Stones Group
177 Park Avenue, Suite 200
San Jose, CA 95113

AND
contracts@thesteppingstonesgroup.com

Notices to School District shall be sent to:

Oxnard School District
1051 South A Street
Oxnard, CA 93030

JURISDICTION: This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of California. Any action or proceeding relating to or arising out of this Agreement shall be commenced and heard in the State or Federal Court sitting in Colorado. Both parties hereby consent to the jurisdiction and venue of such courts.

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
123 N. Wacker Drive Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

GENERAL: No provision of this Agreement may be amended or waived unless agreed to in writing and signed by the parties. The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.

BILLING DETAILS FOR SCHOOL DISTRICT:

Billing Contact Name/Title: Christy Garibay, Administrative Assistant to Special Education Director

Billing Email/Phone: (805) 385-1501 x2175 cgaribay@oxnardsd.org

Mailing Address (for invoice): 1051 South A Street, Oxnard, CA 93030

Special Billing Instructions: Continue Current Billing Pratices

Signed for Contractor:

Signature: Janine Mahon

Name: Janine Mahon

Title: Director of Career and Client Services

Date: July 14, 2022

Signed for School District:

Signature:

Name: Lisa A. Franz

Title: Director, Purchasing

Date:

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
123 N. Wacker Drive Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
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Appendix A

The services that may be provided under this Agreement and the corresponding hourly bill rates for each service are listed below:

Specialty	Hourly Rate
CF SLP, Megan Empero	$92/hr, 8 hr day billable, approximate start/end date 08/17/2022 - 06/16/2023, 185 billable days
SLPA, Lisbet Frey	$66/hr, 8 hr day billable, approximate start/end date 08/17/2022 - 06/16/2023, 185 billable days
CF SLP, Justine Reyes Saucedo	$92/hr, 8 hr day billable, approximate start/end date 08/17/2022 - 06/16/2023, 185 billable days

Ventura County SELPA

2022-2023 School Year

Speech Language Pathologist (SLP) $92-95/hr***

Speech Language Pathology Assistant (SLPA) $66/hr

Occupational Therapist $90-92/hr

Occupational Therapy Assistant (COTA) $63/hr

Physical Therapist (PT) $90/hr

Physical Therapy Assistant (PTA) $63/hr

School Psychologist (Psych) $100/hr ***

School Counselor $85-90/hr

LMFT $90/hr

Social Worker $85-90/hr

Special Education Teachers (SpEd, RSP, SDC) $88/hr

Credentialed School Nurse (CSN) $90-100/hr

Registered Nurse (RN) $60-70/hr

Licensed Vocational Nurse/Practical Nurse (LVN/LPN) $55/hr

Adapted Physical Education (APE) $88/hr

OMS/TVI/DHH $88-90/hr

ASL Interpreter $62-72/hr

Paraeducator (Para) $34-40/hr

Behavior Interventionist $45-50/hr

Register Behavior Technician (RBT) $55-60/hr

BCBA $100/hr

ABA $50-55/hr

Rate ranges are to accommodate varying degrees of experience

***Additional $5/hr for Bilingual candidates

THE STEPPING STONES GROUP

Transforming Lives Together

LIST OF EMPLOYEES FOR OXNARD SCHOOL DISTRICT

NAME OF EMPLOYEE	DISCIPLINE	SCHOOL SITES (IF KNOWN)
Lisbet Frey	SLP	
Justine Reyes Saucedo	CF SLP	
Megan Empero	Cf SLP	

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY AND HEARING AID DISPENSERS BOARD

LICENSING DETAILS FOR: 5800

NAME: FREY, LISBET TYRRELL

LICENSE TYPE: SPEECH-LANGUAGE PATHOLOGY ASSISTANT

LICENSE STATUS: VALID

ADDRESS

VENTURA CA 93001
VENTURA COUNTY

ISSUANCE DATE

OCTOBER 11, 2019

EXPIRATION DATE

SEPTEMBER 30, 2023

CURRENT DATE / TIME

JULY 14, 2022
3:38:22 PM

LICENSE RELATIONSHIPS

NAME: HOYT, DEBORAH MARIE

LICENSE/REGISTRATION TYPE: SPEECH PATHOLOGIST

LICENSE NUMBER: 8577 **PRIMARY STATUS:** VALID

ADDRESS :

OAK VIEW CA 93022
VENTURA COUNTY

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY AND HEARING AID DISPENSERS BOARD

LICENSING DETAILS FOR: 16741

NAME: SAUCEDO, JUSTINE REYES

LICENSE TYPE: RPE TEMPORARY LICENSE

LICENSE STATUS: VALID

PREVIOUS NAMES: REYES, JUSTINE DAVID

ADDRESS

OXNARD CA 93036
VENTURA COUNTY

ISSUANCE DATE

JUNE 17, 2022

EXPIRATION DATE

SEPTEMBER 17, 2023

CURRENT DATE / TIME

JULY 14, 2022
3:39:42 PM

LICENSE RELATIONSHIPS

NAME: ROLLINS, CHRISTINA JEAN

LICENSE/REGISTRATION TYPE: SPEECH PATHOLOGIST

LICENSE NUMBER: 10249 **PRIMARY STATUS:** VALID

ADDRESS :
NEWBURY PARK CA 91320
VENTURA COUNTY

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY AND HEARING AID DISPENSERS BOARD

LICENSING DETAILS FOR: 16648

NAME: EMPERO, MEGAN

LICENSE TYPE: RPE TEMPORARY LICENSE

LICENSE STATUS: VALID

ADDRESS

SANTA CLARITA CA 91387
LOS ANGELES COUNTY

ISSUANCE DATE

MAY 2, 2022

EXPIRATION DATE

AUGUST 2, 2023

CURRENT DATE / TIME

JULY 14, 2022
3:36:3 PM

LICENSE RELATIONSHIPS

NAME: HARRELSON, LYN DEE

LICENSE/REGISTRATION TYPE: SPEECH PATHOLOGIST

LICENSE NUMBER: 14398 **PRIMARY STATUS:** VALID

ADDRESS :

GRANADA HILLS CA 91344
LOS ANGELES COUNTY

CERTIFICATE OF LIABILITY INSURANCE

5/21/2023

DATE (MM/DD/YYYY) 7/14/2022

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
Lockton Companies
1185 Avenue of the Americas, Suite 2010
New York NY 10036
646-572-7300

CONTACT NAME:
PHONE (A/C, No, Ext): **FAX (A/C, No):**
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Navigators Specialty Insurance Company	36056
INSURER B : Church Mutual Insurance Company	18767
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
1487747
The Stepping Stones Group, LLC
551 NW 77th Street, Suite 111
Boca Raton, FL 33487

COVERAGES **CERTIFICATE NUMBER:** 15372879 **REVISION NUMBER:** XXXXXXX

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	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC OTHER:	Y	Y	CE22HCPZ089DNNC	5/21/2022	5/21/2023	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 3,000,000
							PRODUCTS - COMP/OP AGG	$ 3,000,000
								$
B	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY X SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY	Y	Y	0413882-09-404524	5/21/2022	5/21/2023	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$ XXXXXXX
							BODILY INJURY (Per accident)	$ XXXXXXX
							PROPERTY DAMAGE (Per accident)	$ XXXXXXX
								$ XXXXXXX
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB X CLAIMS-MADE DED RETENTION $	Y	Y	CE22HCPZ08ELVNC	5/21/2022	5/21/2023	EACH OCCURRENCE	$ 5,000,000
							AGGREGATE	$ 5,000,000
								$ XXXXXXX
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N: N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	Y	0413882 07-408618	5/21/2022	5/21/2023	X PER STATUTE OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Professional Liab.	N	N	CE22HCPZ089DNNC	5/21/2022	5/21/2023	$1M Ea. wrongful act/$3M Agg $5,000 Each Claim Deductible	
A	Sexual & Molestation Covg.			CE22HCPZ089 DNNC	5/21/2022	5/21/2023	$1M Per Claim/$3M Agg	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
See Attached Named Insured List. Oxnard School District is included as Additional Insured on the General Liability, Automobile Liability and Umbrella Liability. Waiver of Subrogation applies in favor of the General Liability, Automobile Liability, Umbrella Liability and Worker's Compensation as required by written contract.

CERTIFICATE HOLDER
15372879
Oxnard School District
1051 South A Street
Oxnard CA 93030

CANCELLATION See Attachments

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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Oxnard School District
1051 South A Street
OxnardCA93030

Dear The Stepping Stones Group, LLC certificate holder:

In an effort to meet demand for instant electronic delivery of certificates, Lockton Companies now provides paperless delivery of Certificates of Insurance. Thank you for your patience and willingness to help us lessen our environmental footprint.

To fulfill your certificate delivery, we need your email address. Please contact us via one of the methods below with your Holder ID number, email address, and phone number in the event we have any questions.

Your Holder ID number is 15372879.

- Email: SteppingStonescertrequests@lockton.com
- Toll-free automated phone service: 866-218-4018

If this certificate is no longer needed or valid, please notify us.

Thank you,

Lockton Companies

THE STEPPING STONES GROUP
NAMED INSURED LIST

Autism Intervention Professionals, LLC
Behavioral Learning Center – CO, Inc.
Behavioral Learning Center, Inc.
EBS Children's Institute, LLC
EBS Children's Therapy – GA, LLC
EBS Group LLC
EBS Healthcare, LLC
EBS Learning, LLC
Educational Based Services, LLC
Green Celtics Borrower Merger Sub, LLC
Green Celtics Intermediate Inc.
Green Celtics Purchaser Inc.
MBS MidCo, LLC
New England ABA LLC
San Diego County SPS, LLC
SSG HoldCo, LLC
SSG Intermediate HoldCo, LLC
SSG Investment HoldCo Inc.
SSG New York, LLC
STAR of CA, LLC
Stepping Stones Healthcare Services, LLC
The Futures HealthCore, LLC
The Perfect Playground OT, PT, & SLP PLLC
The Stepping Stones Autism Services Group LLC
The Stepping Stones Group LLC
Therapy Time L.L.C
ERA Psycological Services, Inc.
Green Celtics Holdings LP
Green Celtics Parent Inc.
Positive Behavioral Solutions, LLC (Southcoast)
HM Systems, Inc.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #22-130 – 3E Consulting Group (DeGenna/Anguiano)

3E Consulting Group will provide a customized professional learning support program for Cesar Chavez School. The goal of this professional development is to develop the Principal, Assistant Principal, and Instructional Leadership Team's knowledge and skill in the Professional Learning Communities school improvement model. Services include six (6) in-person training sessions and virtual coaching sessions for the Principal and Assistant Principal.

Term of Agreement: August 16, 2022 through June 30, 2023

FISCAL IMPACT:
Not to exceed $47,000.00 – Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Principal, Chavez School, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-130 with 3E Consulting Group.

ADDITIONAL MATERIALS:

Attached: Agreement #22-130, 3E Consulting Group (13 Pages)
Proposal (2 Pages)
Certificate of Insurance (1 Page)

OXNARD SCHOOL DISTRICT

Agreement #22-130

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and 3E Consulting Group ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from August 16, 2022 through June 30, 2023 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation shall not exceed Forty-Seven Thousand Dollars ($47,000.00), unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Chavez School
301 N. Marquita Street
Oxnard, California, 93030
Attention: Bertha Anguiano
Phone: 805.385.1524
Fax: 805.483.4799

To Consultant: 3E Consulting Group
4600 Andrews Hwy., #D201
Midland, TX 79703
Attention: Daryton A. Ramsey
Phone: 915.526.6437
Email: daramse@gmail.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**3E CONSULTING GROUP:**
_____	_____
Signature	Signature
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	Typed Name/Title
_____	_____
Date	Date
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-130**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-130

SERVICES

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

***PER ATTACHED PROPOSAL**

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

***PER ATTACHED PROPOSAL**

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-130**

<u>EXHIBIT B</u>
TO AGREEMENT FOR CONSULTANT SERVICES #22-130

COMPENSATION

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

Total compensation shall not exceed Forty-Seven Thousand Dollars ($47,000.00), unless additional compensation is approved in writing by the District.

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $47,000.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-130**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-130

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, Nurses, Therapists~~	~~$1,000,000~~
~~Architects~~	~~$1,000,000 or $2,000,000~~
~~Physicians and Medical Corporations~~	~~$5,000,000~~

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability~~, and Abuse/Molestation Coverages~~.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and ~~Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-130**

<u>EXHIBIT D</u>
TO AGREEMENT FOR CONSULTANT SERVICES #22-130

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **<u>3E CONSULTING GROUP</u>**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

3E Consulting Group

Execute. Equity. Excellence.

Oxnard School District-Cesar Chavez School

This is a 1 year proposal to design and deliver customized professional learning support which includes ongoing design, implementation and evaluation support of Professional Learning Communities for school level Instructional Leadership Teams (ILT). The learning design emphasizes a targeted knowledge and skill development with a focus on implementation, reflection and improvement cycles. The proposal is predicated on providing knowledge/skill building with ongoing classroom observations, and virtual coaching for the principal, assistant principal and the Instructional Leadership Team (ILT).

The goal of the learning sessions would be to develop the principal, assistant principal and Instructional Leadership Team's knowledge/skill capacity in the Professional Learning Communities school improvement model. Building knowledge and skill capacity would mean that participants will build an application level of understanding regarding the purpose and practices of Professional Learning Communities (PLC) while integrating core concepts into critical aspects of their work such as lesson design, professional development and observation/feedback cycles. This would include identifying instructional strengths/opportunities for collective growth and developing clear and concrete expectations with supporting systems and structures.

As a second year outcome, the Instructional Leadership Team will lead/co-lead school-wide improvement efforts at their grade/department level guided by the 4 Critical Questions and focused on the following:

- ★ Q1- What knowledge, skill and dispositions should every student acquire as a result of a unit, lesson, course or grade level?
    - Prioritizing Essential Standards (knowledge and skills)
    - Identifying Learning Targets
- ★ **PRIORITY** Q2- How will we know when each student has acquired the essential knowledge and skills?
    - Creating Common Formative Assessments
    - Building Data Literacy - Analyzing Assessment Data
- ★ **PRIORITY** Q3-How will we respond when students do not learn?
    - Analyzing instructional strategies/Reviewing Assessments
    - Planning Classroom Interventions/Utilizing a System of Support
- ★ Q4-How will we extend learning for students who are proficient?
    - Planning aligned enrichment activities

All professional learning would include the assistant principal and ILT members in refresher PLC system/structure development and ongoing PLC refresher sessions designed to be implemented using an iterative PDSA improvement model beginning in August 2022.

3E Consulting Group

Execute. Equity. Excellence.

This will require..

- **6 PLC System and Strategy Sessions ($4K/per + $2500 travel/per)= $39K**
  - PLC Professional Learning Days (SIP, Collaboration Days etc.)
  - Accountability & Support Classroom Observations
  - 3 Week Cycle Design & Development
  - Resource Design and Development (eg. monthly input and feedback sessions)
- **Strategy, Support & Accountability Sessions ($800/per x 10) = $8K**
  - Ten 2 hour monthly virtual/face-to-face sessions (principal/asst principal)
  - Focused on designing, implementing and evaluating
    - Observation & Feedback Cycles
    - 3 Week Cycle Design & Development
    - Coaching sessions for principal/asst principal
  - Sessions to be scheduled and invoiced as per schedule
    - Sessions scheduled but not completed will be invoiced at total session investment
    - Sessions must be canceled and rescheduled with 72 hour notice

Total Cost $39K + $8K = **$47K**

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 09/14/2021

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

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

PRODUCER	CONTACT NAME:		
Hiscox Inc. 5 Concourse Parkway Suite 2150 Atlanta GA, 30328	PHONE (A/C, No, Ext): (888) 202-3007	FAX (A/C, No):	
	E-MAIL ADDRESS: contact@hiscox.com		
	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Hiscox Insurance Company Inc		10200
INSURED Daryton Ramsey 4600 Andrews Hwy Apt D201 MIDLAND TX 79703	INSURER B :		
	INSURER C :		
	INSURER D :		
	INSURER E :		
	INSURER F :		

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE / OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					PER STATUTE / OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Professional Liability			UDC-4957398-EO-21	09/15/2021	09/15/2022	Each Claim: Aggregate:	$ 1,000,000 $ 1,000,000

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

CERTIFICATE HOLDER

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-132 – N2Y, LLC (DeGenna/Jefferson)

N2Y, LLC provided a professional development webinar training on August 11, 2022 to Moderate Severe teachers on the Unique Learning System online, interactive, standard-based curriculum, specifically designed for students with special needs.

FISCAL IMPACT:
Not to exceed $3,250.00 – Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #22-132 with N2Y, LLC.

ADDITIONAL MATERIALS:
Attached: Agreement #22-132, N2Y, LLC (13 Pages)
Proposal (2 Pages)

OXNARD SCHOOL DISTRICT

Agreement #22-132

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 24th day of August 2022 by and between the Oxnard School District ("District") and N2Y, LLC ("Consultant"). District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as the "Parties."

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits**. The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from **July 1, 2022** through **August 11, 2022** (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance**. The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment**. Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** "Compensation". The total compensation, including reimbursement for actual expenses, shall not exceed Three Thousand Two Hundred Fifty Dollars ($3,250.00), unless additional compensation is approved in writing by the District.

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

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

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

b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

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

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

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

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

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

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

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

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

a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

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

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

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

a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.

b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

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

a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [**X**] does not qualify as a "designated employee".

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.

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

21. **Indemnification**.

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

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

_____ (Initials)

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

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

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

To District**:** Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Danielle Jefferson
Phone: (805) 385.1501 x2175
Fax: (805) 385.1509

To Consultant: N2Y, LLC
PO Box 550
Huron, OH 44839
Attention: Shaun Boyle
Phone: (419) 433.9800, Ext. 1191
Email: sboyle@n2y.com

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

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

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

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

27. **Binding Effect**. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.

28. **Entire Agreement**. This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.

29. **Amendment**. No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

30. **Waiver**. Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.

31. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.

32. **Arbitration**. Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.

33. **Severability**. If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:	**N2Y, LLC:**
_____	_____
Signature	*Signature*
Lisa A. Franz, Director, Purchasing	_____
Typed Name/Title	*Typed Name/Title*
_____	_____
Date	*Date*
Tax Identification Number: 95-6002318	Tax Identification Number: _____

☐ Not Project Related

☑ Project #**22-132**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-132

SERVICES

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

*PER ATTACHED QUOTE #Q-99398

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

N/A

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

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

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

☑ None.

☐ See attached list.

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

☑ None.

☐ See attached list.

VII. AMENDMENT

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

☐ Not Project Related

☑ Project #**22-132**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-132

COMPENSATION

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

**TOTAL FEE NOT TO EXCEED $3,250.00

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

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

A. Line items for all personnel describing the work performed, the number of hours worked, and the hourly or flat rate.

B. Line items for all supplies properly charged to the Services.

C. Line items for all travel properly charged to the Services.

D. Line items for all equipment properly charged to the Services.

E. Line items for all materials properly charged to the Services.

F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed $3,250.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-132**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-132

INSURANCE

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

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

(1) Commercial General Liability coverage of not less than two million dollars ($2,000,000) Aggregate and one million dollars ($1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars ($1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~(5) Abuse and Molestation coverage of not less than two million dollars ($2,000,000) per occurrence and five million dollars ($5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

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

~~Architects $1,000,000 or $2,000,000~~

~~Physicians and Medical Corporations $5,000,000~~

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

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and ~~Abuse/Molestation Coverages~~.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, ~~and Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

☐ Not Project Related

☑ Project #**22-132**

<u>EXHIBIT D</u>
TO AGREEMENT FOR CONSULTANT SERVICES #22-132

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached [] constitute [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **<u>N2Y, LLC</u>**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

Quote No.	Opportunity No.	Date
Q-99398	OPP-168772	8/4/2022

Remit To	Contact Info
n2y, LLC PO Box 550 Huron, OH 44839	Theresa McGee t2mcgee@oxnardsd.org

Bill To	Ship To
Oxnard School District 1051 South A Street Oxnard, California 93030	Oxnard School District 1051 South A Street Oxnard, California 93030

Date	Payment Terms	RFP / Contract #	Purchase Order
8/4/2022	Net 30		

Qty	Item	Description	Type	Sub No.	Sub Start Date	Sub End Date	Unit Cost	Amount
1	PDE VES	Interactive Webinar Essentials Learning Pathway for Unique Learning System	New		8/11/2022		$3,250.00	$3,250.00

Thank you for your business! In need of additional assistance? Please call us at (419) 433-9800 or (800) 697-6575.

Sub-Total:	$3,250.00
Sales Tax:	$0.00
Total:	$3,250.00

Please Note:

1. This Quote, exclusive of sales tax, is valid for 90 days. Purchase orders or payments via credit card must be received within 90 days from the date of this Quote to guarantee the listed price.
2. Multi-year Quotes require full payment of the Quote amount up front.
3. Prices are subject to change without notice. All orders are subject to our standard terms and conditions. (Terms of Use & Privacy Policy)
4. n2y accepts credit cards for orders up to $5,000 and checks or ACH payments for orders over $5,000. Your Sales Representative would be happy to address any questions you might have regarding these policies.

Quote No.	Opportunity No.	Date
Q-99398	OPP-168772	8/4/2022

NOTE: Your order/Quote will not be processed until we receive a copy of your purchase order. Tax exempt organizations must include a copy of your state tax exempt form with your purchase order. All orders without a state tax exempt form will be charged sales tax at the applicable state rate.
There are four ways to process this Quote:

1. Fax your purchase order and a copy of your Quote to **(419) 433-9810**.
2. Email your purchase order either to **sales@n2y.com** or to your Sales Representative.
3. To request to use a credit card for payment, contact n2y Sales at (419) 433-9800 or (800) 697-6575 between the hours of 8:00am-4:30pm EST, Monday-Friday.
4. Mail your purchase order to the address below. Be sure to attach a copy of this Quote or reference **Quote Number Q-99398** on the purchase order.

n2y, LLC
PO Box 550
Huron, OH 44839

Cancellation of training day(s) requires a 30 day notification. Failure to cancel within 30 days of initial training date may result in a cancellation fee of up to 50%.

For additional assistance with your order, please call n2y at (419) 433-9800 or (800) 697-6575.

Sincerely,

Shaun Boyle
Account Executive
sboyle@n2y.com
(419) 433-9800 ext. 1191

OSD BOARD AGENDA ITEM

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

Date of Meeting: August 24, 2022

Agenda Section: Section C: Personnel Agreement

Ratification of Agreement #22-133 – Leadership Associates (Aguilera-Fort)

Leadership Associates will assist the district with conducting an executive search for the position of Assistant Superintendent, Human Resources.

Term of Agreement: August 12, 2022 through June 30, 2023

FISCAL IMPACT:
$15,000.00 ***plus advertising costs*** – General Fund

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees ratify Agreement #22-133 with Leadership Associates.

ADDITIONAL MATERIALS:

Attached: Agreement #22-133, Leadership Associates (2 Pages)

OSD AGREEMENT #22-133

SERVICE AGREEMENT

LEADERSHIP ASSOCIATES
www.leadershipassociates.org
449 W. Foothill Blvd., #427
Glendora, CA 91741
(916) 520-4951

AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT is made this **12th day of August 2022** between LEADERSHIP ASSOCIATES, hereinafter called the Contractor, and **OXNARD SCHOOL DISTRICT,** hereinafter called the District.

The Contractor agrees to perform services for the District as follows:

The Contractor will conduct an executive search as delineated in the attached Summary of Services.
Position: Assistant Superintendent, Human Resources

The District agrees to pay the Contractor **FIFTEEN THOUSAND DOLLARS ($15,000)** plus advertising costs for services provided. Payment is to take place upon selection of a finalist. The Contractor will submit invoices to the District for each of the payment increments. Payments are due within 30 days of receipt of invoice.

Remittance payable/forwarded to: **Leadership Associates**
Attn: Betty Hall
449 W. Foothill Blvd., #427
Glendora, CA 91741

The Contractor is to perform the above services beginning August 12, 2022.

Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

Leadership Associates does not participate in a California public pension system. Leadership Associates and the District understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the District and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR:	DISTRICT:
LEADERSHIP ASSOCIATES	OXNARD SCHOOL DISTRICT
Taxpayer ID#: 68-0383653	
By: Dennis Smith	By:
Name: Dennis Smith, Ed.D.	Name: **Lisa A. Franz**
Title: Lead Consultant	Title: **Director, Purchasing**
Date: August 12, 2022	Date:

FEE AND SUMMARY OF SERVICES

OXNARD SCHOOL DISTRICT
POSITION: ASSISTANT SUPERINTENDENT, HUMAN RESOURCES

TOTAL FEE TO CONDUCT SEARCH: $15,000 plus advertising costs

This fee includes:

- All meetings with the Superintendent and designated staff as needed
- Publishing and announcement of position description
- Acceptance of applications and responding to all inquiries regarding position
- Advertisement and consultant expenses
- Recruitment of candidates and extensive background checks
- Supporting the Superintendent for the interviews, including draft questions and final selection of candidate
- Contacting candidates that did not get an interview
- Acting as an advisor to the Superintendent

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 24, 2022

Agenda Section: Section D: Action Items

Approval of SPSA's for 2022-2023 School Year - School Plans for Student Achievement-19 Schools (DeGenna/Thomas)

The SPSA's contain 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 meting goals. All actions/services are aligned to budget items that are clearly defined and support student achievement.

FISCAL IMPACT:
N/A

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

ADDITIONAL MATERIALS:

Attached: SPSA Approval Presentation 22-23.pdf
Brekke-SPSA 22-23.pdf
Chavez-SPSA 22-23.pdf
Curren-SPSA 22-23.pdf
Driffill-SPSA 22-23.pdf
Elm-SPSA 22-23.pdf
Frank-SPSA 22-23.pdf
Harrington-SPSA 22-23.pdf
Kamala-SPSA 22-23.pdf
Lemonwood-SPSA 22-23.pdf
Lopez-SPSA 22-23.pdf
Marina West-SPSA 22-23.pdf
Marshall-SPSA 22-23.pdf
McAuliffe-SPSA 22-23.pdf
McKinna-SPSA 22-23.pdf
Ramona-SPSA 22-23.pdf
Ritchen-SPSA 22-23.pdf
Rose Ave.-SPSA 22-23.pdf

Sierra Linda-SPSA 22-23.pdf
Soria-SPSA 22-23.pdf

School Plans for Student Achievement

August 24, 2022

- The purpose of the SPSA is to coordinate educational services at a school supported by Title funds.
  - State requirement
- In OSD, the SPSAs reflect our comprehensive plan to support student achievement with all funding sources represented.
  - LCAP alignment

OSD Student Profile

Oxnard School District students will be promoted from our schools with the following traits:

Innovator
Students will be creative writers, successful readers and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.

Collaborator
Students will be collaborative learners; able to communicate and learn through and with others.

Problem Solver
Students will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.

Digital Learner
Students will be technologically, artistically, academically and linguistically prepared to succeed and to lead.

Achiever
Students will be able to demonstrate their knowledge on local and state measures in all academic areas.

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.

Global Thinker
Students will be compassionate, multilingual, and inclusive; able to understand and to convey pride in their identity, heritage, and history.

Oxnard School District

Empowering All Children to Achieve Excellence

TIMELINE CHANGE

March/April/May

Collect & analyze data from current year. Review effectiveness of strategies/activities with stakeholder groups.

May/June

Work on revisions with stakeholder groups. Create draft.

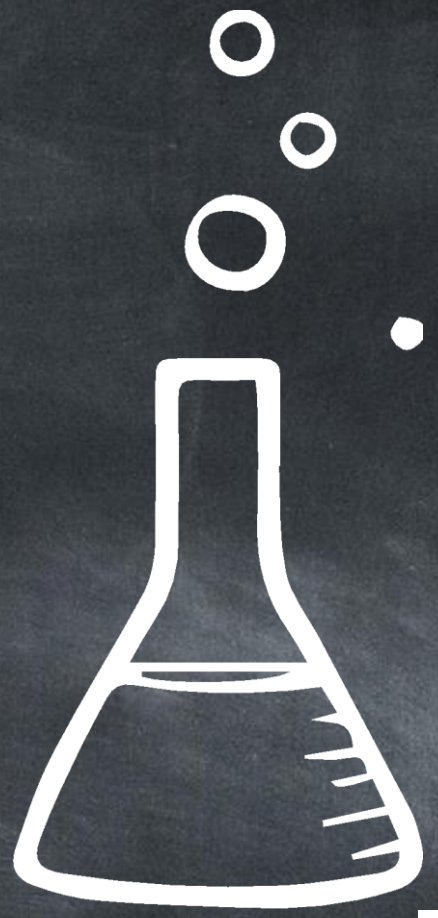
June/August

Make revisions. Complete analyses. Board approval.

Ready for the start of the school year!

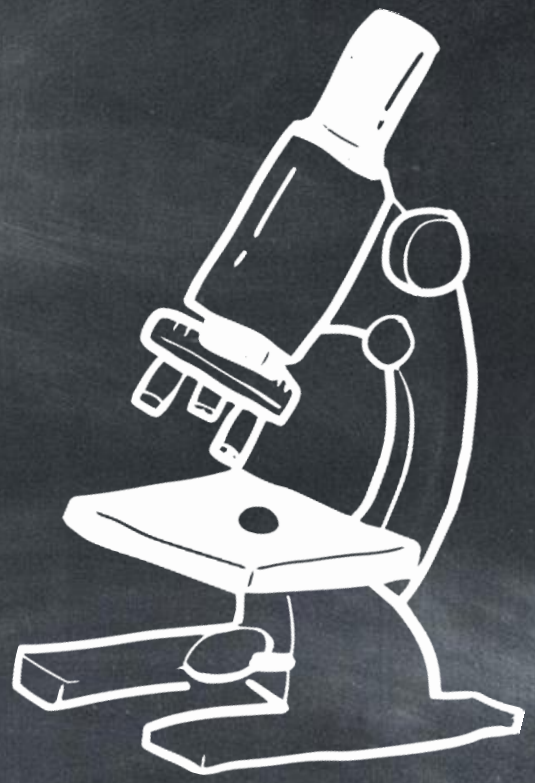
TABLE of CONTENTS

- Title Page
- Purpose and Description
- Table of Contents
- Comprehensive Needs Assessment
- Stakeholder Involvement
- Resource Inequities
- Performance Data
- Goals, Strategies, Expenditures
- Budget Summary
- Budgeted Funds and Expenditures
- School Site Council membership
- Signature page



STUDENT PERFORMANCE DATA

- Enrollment (All)
- Enrollment (English Learners)
- Star Early Literacy (TK-5 & TK-8 only)
- Star Reading
- Star Math
- CAASPP (ELA & Math)
- ELPAC



GOALS, STRATEGIES and EXPENDITURES

Goal 1

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

Goal 2

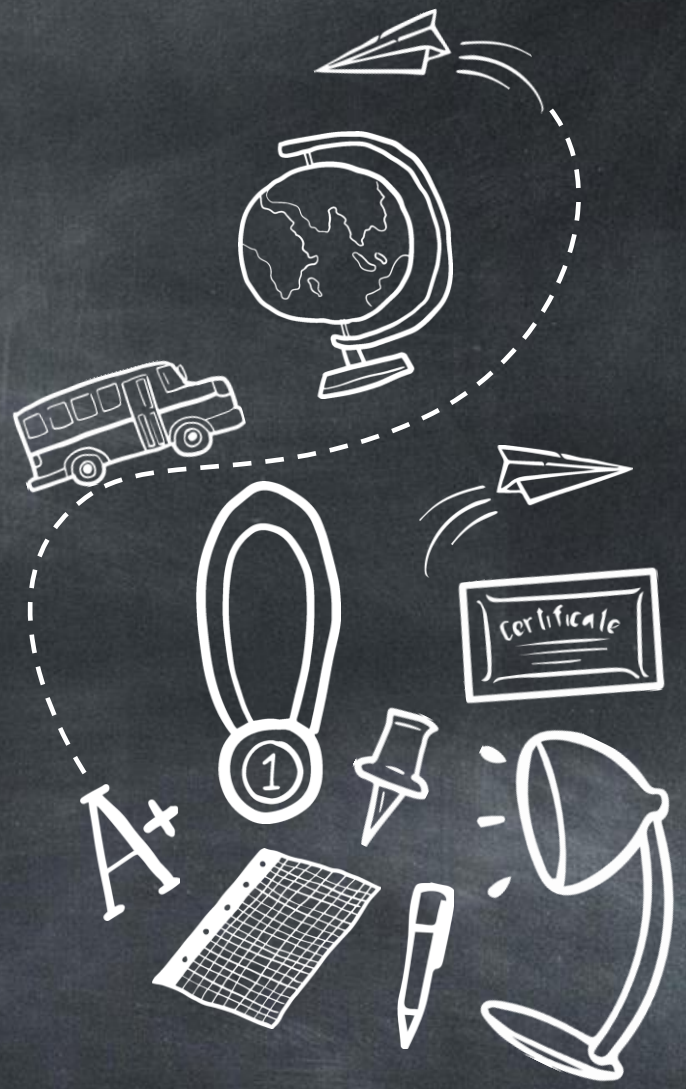
- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 3

- Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

STRATEGIES/ACTIVITIES

- Student needs are identified through data-analysis.
- Focus is on evidence-based educational strategies and activities which support student achievement.
- Resources are directed where they will most directly improve student academic achievement.



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 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	CAASPP was not given in 2020 or 2021. From the 2019 CAASPP Data: Overall 45% of the students Met or Exceed the state standards In 3rd grade, 46% of students Met or Exceed the state standards In 4th grade, 47% of students Met or Exceed the state standards In 5th grade, 41% of students Met or Exceed the state standards	Students will demonstrate growth by moving across the bands indicated on the CAASPP ELA. Brekke will Increase the percentage of students who Meet or Exceed state standards by: 14% in 3rd grade 15% in 4th grade 19% in 5th grade

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide an Intervention Service Provider to support math instruction in grades 1-5. This will allow grade levels to target small groups of students and instruct in areas of identified need.

Proposed Expenditures for this Strategy/Activity

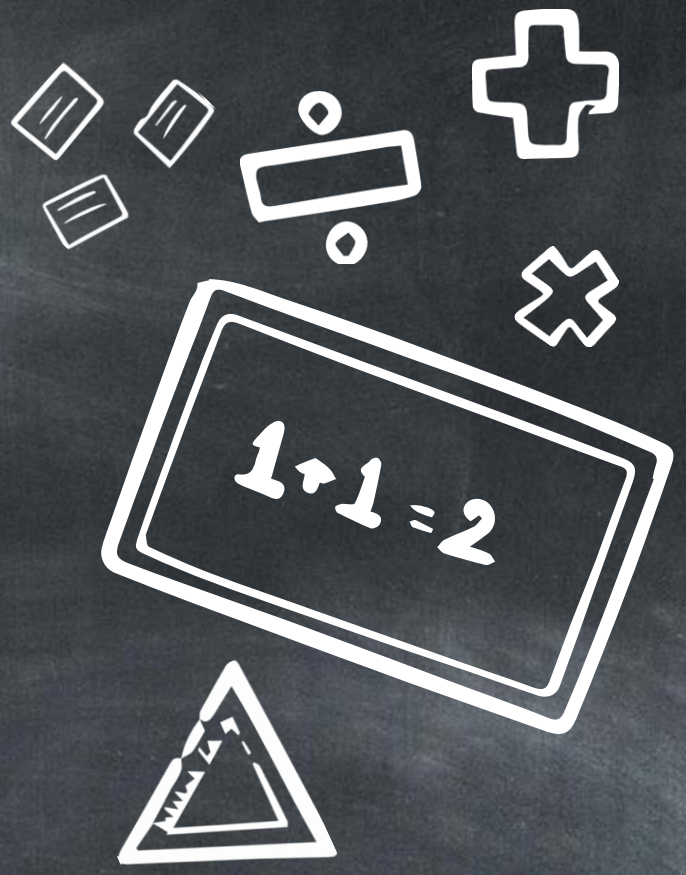
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title a
Local.

Amount(s)	Source(s)
29000.00	Title I 1000-1999: Certificated Personnel Salaries ISP teacher salary

BUDGET

Funding Sources

- Title I
  - Supports academic and social emotional needs of students; including intervention, enrichment and parent engagement
- Title III
  - For English Learners
- LCFF
  - Local Control Funding Formula
- LCFF – Intervention
  - Targeted funds to support intervention

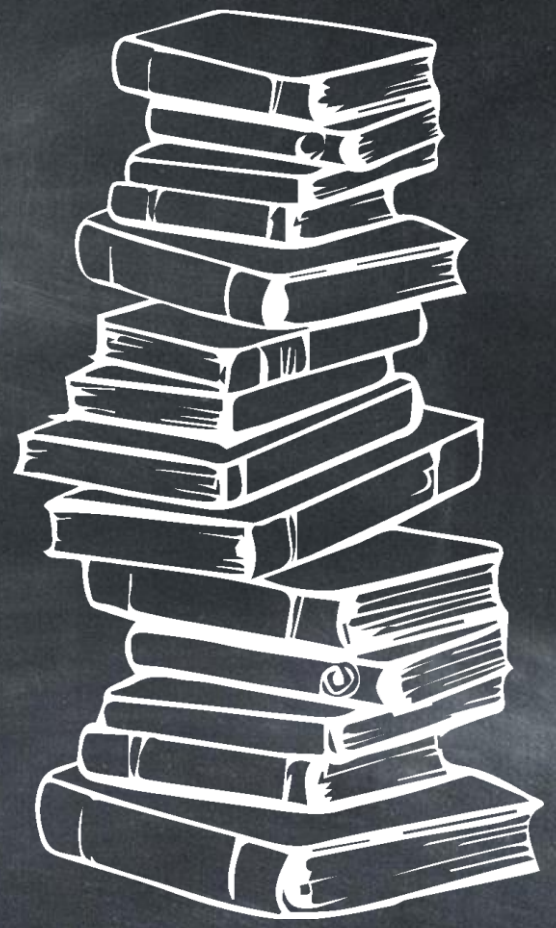


MEMBERSHIP, RECOMMENDATIONS and ASSURANCES

- The School Site Council must be correctly constituted.
- The SSC sought and considered all recommendations from ELAC before adopting the 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.
- When the SSC approves the plan, they are recommending that the Board of Trustees approve as well.

A LIVING DOCUMENT

School Plans are regularly revised to reflect changes in student needs and budget expenditures.



THANK YOU!

Questions?

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
Norman R. Brekke Elementary School	56725386114029	June 7, 2022	August 24, 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.

Brekke's vision statement - To be an exemplary school is a reflection of our belief in "students first, all the time". At Brekke, we believe that all students can achieve at high levels and exemplify the traits in the OSD student profile. We believe that maintaining high expectations, growth mindset, and positive behavior supports are essential keys to delivering an exceptional educational experience. California's Department of Education states that "Best First Instruction" is essential in order for students to acquire understanding, catch up, and keep up with progressive learning targets. Teachers are given essential planning time to develop lessons that incorporate best practices in delivering great first instruction. School and District Administration will perform learning walks (class visitations) to validate, observe, and provide feedback to support implementation of best practices in delivering quality first instruction.

Furthermore, through the use of a Depth and Complexity Model, mindset practices, and targeted instruction, students are provided the broadest opportunity to access challenging curricula. We use the common core state standards to guide our academic focus. In every classroom, teachers and staff are able to provide students with the opportunities to think critically and creatively and to communicate and collaborate, which ultimately strengthens their 21st Century college and career readiness skills. Data analysis is used to improve instructional practices so that the rigor needed to push our students forward is evident in every classroom. In addition to our focus on strong first instruction, Brekke will continue to provide targeted intervention and enrichment through our multi-tiered system of supports (MTSS).

The Accelerated Reader program is used school wide to encourage students to read independently and reach individual reading goals. This program encourages students to pursue their own interests and fosters life-long readers. Lexia and ST Math are additional individualized and adaptive online programs offered to students. In addition to skill practice, these programs provide students, parents, and teachers with valuable data regarding student fluency in math and language arts.

Brekke has funded an Intervention Service Provider and have dedicated additional math time for our 1st-5th grade students daily. The teachers are using the Star Instructional Planning data to group students based on the target indicated for instruction. The Intervention Service Provider will have a designated time each day to work with grade levels during the extra math time. The addition of the ISP allows an additional targeted group to receive small group instruction. We are using the STAR custom test and progress monitoring to make sure our groups are fluid, and the students are becoming proficient in the targeted skills.

Brekke is committed to increasing English language proficiency throughout our student population. We will continue to provide designated ELD using the ELD/ELA Standards. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing the four domains of Language (Listening, Speaking, Reading and Writing) through the development of academic vocabulary, communication and critical thinking skills. This will be done in a variety of contexts such as book clubs, writing and speech contest.

During PLC's, grade levels work together to analyze data and to plan lessons and targeted small group instruction. This time also allows the staff to meet regarding the implementation of the Common Core standards and focus on our District adopted curricula in all academic areas. With guidance from our Leadership Team, grade levels have created an Instructional Progress Plan that outlines and calendars how the outcomes for each grade level will be achieved and assessed. Brekke continues to incorporate a Positive Behavior Intervention Support Approach called CHAMPS. This approach structures the interactions among students and staff to ensure mutual respect and

accelerate academic success. CHAMPS defines an instructional model that promotes academic focus and positive engagement called S.T.O.I.C. (Structure Setting, Teach Expectations, Observe Behaviors, Interact Positively, Correct Fluently). With CHAMPS, we are focused on building resilience and a growth mindset with our students and encouraging them to reach their goals. Parent meetings and workshops are also planned to share information on CHAMPS, teaching strategies that build resiliency in their children, and in creating a growth mindset.

In addition to our focus on academics, Brekke is committed to providing a strong social-emotional foundation for our students. We have created a multipurpose space that provides Social-Emotional supports that can be utilized by class, by groups or by individuals. Our space, The Dolphin Cove, has several sensory and calming stations that include a sensory path, a reading corner, coloring and journaling station, a stretching and grounding station and STEM activities. We also use this space for our drumming circles that support mindfulness, problem-solving and community building. Besides the Dolphin Cove, we have spent time reinforcing our Tier 1 PBIS and SEL supports. Our teachers are incorporating SEL lessons and activities into their classroom routines. We believe every day is a gift and we are encouraging all who enter Brekke to make a wise choice about how they spend their day.

We encourage all family members to take a positive and active part in our children's learning. We have an active PTA, School Site Council and ELAC team. We will be providing opportunities for our parents to learn more about the district adopted programs to better assist their children and partner with Brekke in their child's education.

As a staff, we are committed to being an exemplary school by putting proven systems in place to help our students become confident and resilient life-long learners. We strive to promote a school culture wherein our core values of Equity, Integrity, Accountability and Service are evident in our every action and the end result are students who represent the Oxnard School District Student profile.

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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.

Weekly informal classroom observations helped determine there is an inconsistent use of targeted small group instruction. We did see an increase in small group instruction in 2021-2022 school year, but it is still an area for continued growth making sure we focus on proper targets. We will continue working on using data after first instruction to determine which students in each class need additional targeted Tier 1 Instruction. We will continue to use weekly classroom observations and data to progress monitor all students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We use summative and formative data in order to understand the academic needs of our students. We work collaboratively, using the PLC model to construct a collective understanding of how our professional practice is impacting student learning. CAASPP, STAR and ELPAC scores are used to identify trends and areas of strength in student academic achievement. Based on this data, we construct a school-wide plan that aligns our resources and provides interventions and enrichment opportunities for all our students. As a staff, this data also informs how we utilize our budget to support professional development and provide supplemental materials and programs to boost student achievement. STAR 360 Assessments, data from Lexia, ST Math and the CAASPP Interim Assessment Blocks (IABs) are used systematically as formative assessments. Formative data is used to plan ongoing instruction, monitor student progress, group students, and implement MTSS structures to support high levels of student learning. Additionally, formative data is used during our weekly PLC collaboration time to ensure our PLC discussions consistently focus on academic student growth.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

PLC Grade Level Teams meet once a week to monitor student progress using a variety of assessments including the curriculum embedded assessments, such as Wonders and My Math. Teachers use the results of these assessments to inform their instruction, identify students in need of further review or intervention, and group students for differentiated instruction in ELD, Math or ELA instruction. During PLCs, teachers review the varied assessments available to determine the level of rigor presented within the assessment and the Depth of Knowledge students would need to convey their learning. This helps teachers ensure the assessments are aligned to the instruction.

Additionally, we monitor all student reading and math progress throughout the year via monthly STAR 360 assessments and custom STAR assessments. The Principal leads student monitoring conferences with individual teachers three times per year. During these meetings, the teacher has an opportunity to review academic data gathered and individual student concerns with the Principal. Together they identify key standards needed to be addressed during whole class instruction and small group targeted intervention. Students who have been identified as needing additional support and are not making expected growth after receiving additional in-class interventions will be referred to the Literacy Coach and/or the SST process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our school has worked within our PLC teams to develop an Instructional Progress Plan to meet the expected outcomes for each grade level. Team leads work with their grade level teams to implement the effective PLC structures.

Our PLCs are structured around the four essential questions: 1) What do we want students to know? 2) How do we know that they have learned it? 3) What will we do if they haven't? 4) What will we do if they have?

Our PLCs meet weekly to identify learning targets, develop and agree upon common assessments, analyze data, and create a plan to ensure all students learn at high levels. In addition to weekly grade level collaboration, we also engage in vertical teaming to align and define the essential standards that build the learning progression within each academic discipline.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Brekke, we use the MTSS Model to help our under performing students meet grade level standards. This MTSS Model includes three tiers of interventions; Tier I, Tier II, and Tier III. During regular student monitoring by teacher and grade level collaboration, students that are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 4-8 weeks and are specific to student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. When the interventions are not working, students are referred to the Coordinated Services Team (CST) for another 4-8 weeks of interventions, which can involve the Literacy Intervention Teacher or school counselor. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST), which involves the parents as partners in the education of their children. Students are referred to Tier III interventions and continue to be closely monitored. Those that are still not demonstrating adequate progress, may be referred for a Special Education Evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and/or Nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of good first instruction to improve student outcomes. These practices may include, but are not limited to; having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitoring and checking for understanding, and providing corrective feedback.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Brekke, we believe in forming strong partnerships with parents and the community as they are essential to assist all students. Therefore, our school provides many opportunities throughout the year to involve our parents. We invite parents to attend Family Nights that focus on technology use, Literacy, Science and Math to raise understanding and awareness of the grade level expectations. We invite parents to attend Parent-Teacher conferences to review student achievement data. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings are held to create instructional plans and/or review progress toward meeting the expected goals.

We also provide Dolphin Pride Awards in which we recognize students for a variety of reasons. Students are recognized on campus, pick an incentive for their accomplishments and parents are sent a congratulatory letter.

We encourage parents to become active members of our ELAC, SSC and PTA. Additionally, we invite parents to attend parent trainings, such as Project to Inspire and Loving Solutions. The counselor will also provide seminars on topics of interest during parent events/meetings. Furthermore, parents enjoy participating in the PTA community building activities, such as dinner nights and game nights. The PTA conducts fundraising opportunities and funds are used to provide incentives for the students and items to promote a positive and engaging culture at Brekke.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We feel fortunate to have strong parent involvement at Brekke and we will continue to foster this partnership through 2022-2023 school year. Involvement of parents, community representatives, classroom teachers, and other personnel is vital in assisting in planning, implementing and evaluating programs at Brekke. Parent governance teams such as the School Site Council, English Learner Advisory Committee and Parent Teacher Association are elected by other parents on an annual basis. Parent governance teams, teachers and other personnel provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). Throughout the year, the various parent governance teams and staff members monitor the implementation and progress toward meeting the SPSA goals and revise the plan as necessary.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds were used to support small group interventions and programs for differentiation in instruction to meet the needs of under performing students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Once student achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social/emotional/behavioral needs. Data is shared with and input is elicited from ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other stakeholder groups and aligns the agreed upon actions with the budget.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

According to the 2021-2022 SPSA, LCFF funds were allocated to provide substitutes for peer observations, student monitoring conferences, and professional development. Due to a shortage of substitutes on some of the scheduled dates, we were unable to perform the activity. Another inequity in the 2021-2022 SPSA were funds allocated to extra tutoring and intervention for students, which were not fully utilized because staff was not available to provide the intended services.

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	0.16%	0%	%	1	0	
African American	0.65%	0.4%	%	4	2	
Asian	3.74%	4.2%	%	23	24	
Filipino	5.53%	6.4%	%	34	37	
Hispanic/Latino	84.23%	81.9%	%	518	474	
Pacific Islander	0.16%	0.2%	%	1	1	
White	4.55%	5.2%	%	28	30	
Multiple/No Response	0.98%	1.9%	%	6	11	
			Total Enrollment	615	579	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	123	98	
Grade 1	97	101	
Grade 2	98	96	
Grade3	97	97	
Grade 4	94	97	
Grade 5	106	90	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	615	579	

Conclusions based on this data:

Our current enrollment shows we have 36 fewer students to start the 2021-2022 school year then we had in 2020-2021. This could be in part because of parents not feeling safe with children returning to school after the Covid pandemic or due of the larger trend we see in our city. Based on 2021-2022 enrollment data and subgroup

percentages there are no significant changes from prior year trends. The largest subgroup at Brekke is Hispanic/Latino followed by Filipino. We look at the data from all subgroups to make sure the needs of each subgroup are being met with equitable practices.

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	204	180	167	34.0%	29.3%	28.8%
Fluent English Proficient (FEP)	51	74	63	8.5%	12.0%	10.9%
Reclassified Fluent English Proficient (RFEP)	37	50	16	16.3%	24.5%	8.9%

Conclusions based on this data:

Brekke had an increase in percent of students that were reclassified between 2017-2019. We increased from 16% to 22% respectively. The ELPAC was not administered in the spring of 2020 and data for 2021 is not available yet, but based on the data we have, we need to continue to provide daily designated and integrated ELD instruction to our students. All students in TK-5th grade will receive 30 minutes of Designated ELD daily. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Star Early Literacy

Norman R. Brekke Elementary School											
		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
Grade K	72	1	1%	0	0%	4	6%	67	93%	4	861
Grade 1	72	9	13%	16	22%	6	8%	41	57%	4	842
Grade 2	11	9	82%	2	18%	0	0%	0	0%	1	808

Conclusions based on this data:

A first look at the data seems to show that Brekke has a large percentage of Grade 2 students scoring in Level 1; but note that is 9 students which is 9% of the total Grade 2 students. The majority of our 2nd grade students take the Star reading test instead of the Early Literacy. We have 93% of our kindergarten and 79% of our first grade scoring in the proficient range.

School and Student Performance Data

Star Reading

Norman R. Brekke Elementary School											
		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 2	94	25	27%	22	23%	27	29%	20	21%	2	928
Grade 3	83	27	33%	20	24%	19	23%	17	20%	2	968
Grade 4	91	34	37%	13	14%	29	32%	15	16%	2	998
Grade 5	95	27	28%	24	25%	37	39%	7	7%	2	1027

Conclusions based on this data:

Over 67% of 2nd-5th grade students were proficient readers, at the end of last year, based on the Star Reading test. In grades 3 and 4 we had over 20% score in Level 1. From this data, we can conclude that we need to put resources into providing opportunities for reading growth for our current 4th and 5th grade students performing at the lowest level.

School and Student Performance Data

Star Math

Norman R. Brekke Elementary School											
		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 1	71	16	23%	25	35%	27	38%	3	4%	2	851
Grade 2	94	14	15%	31	33%	32	34%	17	18%	3	936
Grade 3	83	17	20%	17	20%	26	31%	23	28%	3	990
Grade 4	92	29	32%	30	33%	24	26%	9	10%	2	1007
Grade 5	94	40	43%	20	21%	16	17%	18	19%	2	1047

Conclusions based on this data:

Data for Brekke students in grades 1-4 show over 78% of students were performing at a proficient level in math based on the Star math assessment last spring. 5th grade shows a decline of proficient students which prompts us to allocate resources for additional math instruction for that grade level.

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 3	89	93		89	92		89	92		100	98.9	
Grade 4	98	98		97	98		97	98		99	100	
Grade 5	104	94		104	93		104	93		100	98.9	
All Grades	291	285		290	283		290	283		99.7	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 3	2389.	2413.		10.11	25.00		21.35	20.65		29.21	27.17		39.33	27.17	
Grade 4	2457.	2460.		19.59	19.39		25.77	27.55		22.68	20.41		31.96	32.65	
Grade 5	2460.	2493.		3.85	18.28		28.85	22.58		26.92	36.56		40.38	22.58	
All Grades	N/A	N/A	N/A	11.03	20.85		25.52	23.67		26.21	27.92		37.24	27.56	

2019-20 Data:
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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 3	10.11	28.26		47.19	44.57		42.70	27.17	
Grade 4	22.68	20.41		47.42	44.90		29.90	34.69	
Grade 5	11.54	24.73		53.85	51.61		34.62	23.66	
All Grades	14.83	24.38		49.66	47.00		35.52	28.62	

2019-20 Data:

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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	11.24	13.04		43.82	53.26		44.94	33.70	
Grade 4	15.46	14.29		49.48	64.29		35.05	21.43	
Grade 5	9.62	13.98		50.96	61.29		39.42	24.73	
All Grades	12.07	13.78		48.28	59.72		39.66	26.50	

2019-20 Data:
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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	12.36	22.83		67.42	59.78		20.22	17.39	
Grade 4	11.34	16.33		76.29	59.18		12.37	24.49	
Grade 5	12.50	9.68		60.58	69.89		26.92	20.43	
All Grades	12.07	16.25		67.93	62.90		20.00	20.85	

2019-20 Data:
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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	15.73	18.48		51.69	54.35		32.58	27.17	
Grade 4	17.53	21.43		57.73	48.98		24.74	29.59	
Grade 5	12.50	27.96		48.08	43.01		39.42	29.03	
All Grades	15.17	22.61		52.41	48.76		32.41	28.62	

2019-20 Data:

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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:

In Language Arts all grade levels increased their percentage of students who met or exceeded benchmark from the 2018-2019 school year. We focused on writing instruction in 2021-2022 and the data showed this was beneficial. In addition to our focus, we targeted specific skills needed by our individual students. The same focus and targeting of skills will continue for 2022-2023.

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 3	89	93		89	92		89	92		100	98.9	
Grade 4	98	98		97	98		97	98		99	100	
Grade 5	104	94		104	93		104	93		100	98.9	
All Grades	291	285		290	283		290	283		99.7	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 3	2393.	2414.		2.25	8.70		19.10	33.70		40.45	21.74		38.20	35.87	
Grade 4	2441.	2435.		8.25	5.10		20.62	17.35		36.08	43.88		35.05	33.67	
Grade 5	2433.	2466.		1.92	10.75		5.77	12.90		31.73	26.88		60.58	49.46	
All Grades	N/A	N/A	N/A	4.14	8.13		14.83	21.20		35.86	31.10		45.17	39.58	

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	11.24	18.48		38.20	41.30		50.56	40.22	
Grade 4	10.31	6.12		37.11	32.65		52.58	61.22	
Grade 5	1.92	16.13		24.04	30.11		74.04	53.76	
All Grades	7.59	13.43		32.76	34.63		59.66	51.94	

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	7.87	19.57		48.31	48.91		43.82	31.52	
Grade 4	14.43	6.12		43.30	57.14		42.27	36.73	
Grade 5	2.88	11.83		39.42	41.94		57.69	46.24	
All Grades	8.28	12.37		43.45	49.47		48.28	38.16	

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	6.74	19.57		58.43	50.00		34.83	30.43	
Grade 4	9.28	10.20		42.27	50.00		48.45	39.80	
Grade 5	0.96	10.75		36.54	41.94		62.50	47.31	
All Grades	5.52	13.43		45.17	47.35		49.31	39.22	

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:

In Math, all grade levels increased their percentage of students who met or exceeded benchmark from the 2018-2019 school year. We focused on math instruction and consistently pulling small groups for universal access targeting specific skills and the data showed this was beneficial. The same focus and targeting of skills will continue for 2022-2023..

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
K	1408.3	1388.4	1396.5	1418.0	1399.8	1412.1	1385.7	1361.4	1359.8	49	37	26
1	1473.2	1433.8	1425.2	1476.7	1435.5	1433.9	1469.0	1431.6	1416.0	40	41	23
2	1511.8	1510.4	1444.5	1506.4	1516.7	1442.1	1516.7	1503.5	1446.4	41	39	29
3	1451.3	1474.1	1459.4	1442.6	1464.7	1453.4	1459.6	1482.9	1465.0	22	18	33
4	1357.3	1446.8	1512.0	1352.7	1433.6	1510.1	1361.7	1459.4	1513.4	22	20	25
5	1459.9	*	1508.5	1437.7	*	1509.7	1481.6	*	1507.0	23	10	11
All Grades										197	165	147

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	30.61	5.41	15.38	24.49	18.92	38.46	26.53	51.35	26.92	*	24.32	19.23	49	37	26
1	57.50	7.32	13.64	27.50	39.02	40.91	*	31.71	18.18	*	21.95	27.27	40	41	22
2	65.85	33.33	13.79	*	51.28	34.48	*	12.82	34.48	*	2.56	17.24	41	39	29
3	*	0.00	6.06	*	22.22	33.33	*	66.67	42.42	*	11.11	18.18	22	18	33
4	*	10.00	12.00	*	60.00	48.00	*	5.00	32.00	*	25.00	8.00	22	20	25
5	*	*	0.00	52.17	*	36.36	*	*	63.64	*	*	0.00	23	*	11
All Grades	37.56	13.94	10.96	32.49	38.18	38.36	13.71	30.91	34.25	16.24	16.97	16.44	197	165	146

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	38.78	8.11	23.08	28.57	24.32	38.46	*	43.24	19.23	*	24.32	19.23	49	37	26
1	70.00	14.63	22.73	*	48.78	36.36	*	17.07	22.73	*	19.51	18.18	40	41	22
2	75.61	48.72	31.03	*	41.03	17.24	*	7.69	34.48	*	2.56	17.24	41	39	29
3	*	11.11	24.24	*	44.44	36.36	*	22.22	21.21	*	22.22	18.18	22	18	33
4	*	30.00	48.00	*	40.00	40.00		10.00	8.00	*	20.00	4.00	22	20	25
5	*	*	27.27	*	*	63.64	*	*	9.09	*	*	0.00	23	*	11
All Grades	47.21	23.64	29.45	28.93	40.00	35.62	9.64	19.39	20.55	14.21	16.97	14.38	197	165	146

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	*	5.41	0.00	*	18.92	30.77	51.02	48.65	34.62	*	27.03	34.62	49	37	26
1	50.00	7.32	4.55	*	29.27	36.36	*	31.71	31.82	*	31.71	27.27	40	41	22
2	48.78	12.82	3.45	41.46	53.85	37.93	*	23.08	34.48	*	10.26	24.14	41	39	29
3	*	0.00	9.09	*	11.11	24.24	*	77.78	36.36	*	11.11	30.30	22	18	33
4		15.00	8.00	*	45.00	36.00	*	10.00	28.00	54.55	30.00	28.00	22	20	25
5	*	*	0.00	47.83	*	0.00	*	*	81.82	*	*	18.18	23	*	11
All Grades	28.93	8.48	4.79	26.90	32.73	30.14	24.87	36.97	36.99	19.29	21.82	28.08	197	165	146

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	51.02	5.41	19.23	32.65	75.68	61.54	*	18.92	19.23	49	37	26
1	75.00	36.59	40.91	*	51.22	40.91	*	12.20	18.18	40	41	22
2	80.49	43.59	20.69	*	53.85	58.62	*	2.56	20.69	41	39	29
3	*	0.00	21.21	*	66.67	63.64	*	33.33	15.15	22	18	33
4	*	5.00	48.00	*	70.00	40.00	*	25.00	12.00	22	20	25
5	*	*	18.18	52.17	*	72.73	*	*	9.09	23	*	11
All Grades	54.31	21.82	28.08	30.96	62.42	55.48	14.72	15.76	16.44	197	165	146

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	36.73	8.11	23.08	42.86	67.57	57.69	*	24.32	19.23	49	37	26
1	52.50	7.32	9.09	45.00	70.73	68.18	*	21.95	22.73	40	41	22
2	73.17	46.15	27.59	*	48.72	55.17	*	5.13	17.24	41	39	29
3	*	33.33	27.27	54.55	55.56	57.58	*	11.11	15.15	22	18	33
4	*	50.00	44.00	*	30.00	52.00	*	20.00	4.00	22	20	25
5	*	*	63.64	*	*	36.36	*	*	0.00	23	*	11
All Grades	44.16	28.48	29.45	38.58	54.55	56.16	17.26	16.97	14.38	197	165	146

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	*	5.41	0.00	65.31	75.68	69.23	*	18.92	30.77	49	37	26
1	60.00	14.63	13.64	*	51.22	59.09	*	34.15	27.27	40	41	22
2	65.85	12.82	17.24	29.27	76.92	58.62	*	10.26	24.14	41	39	29
3		0.00	3.03	68.18	50.00	60.61	*	50.00	36.36	22	18	33
4		0.00	12.00	*	70.00	56.00	59.09	30.00	32.00	22	20	25
5	*	*	0.00	60.87	*	54.55	*	*	45.45	23	*	11
All Grades	31.98	8.48	8.22	46.19	66.67	60.27	21.83	24.85	31.51	197	165	146

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	32.65	29.73	24.00	44.90	35.14	48.00	22.45	35.14	28.00	49	37	25
1	32.50	14.63	13.64	55.00	58.54	45.45	*	26.83	40.91	40	41	22
2	41.46	30.77	10.34	56.10	58.97	55.17	*	10.26	34.48	41	39	29
3	*	11.11	21.21	63.64	83.33	48.48	*	5.56	30.30	22	18	33
4	*	50.00	16.00	*	25.00	68.00	50.00	25.00	16.00	22	20	25
5	65.22	*	18.18	*	*	72.73	*	*	9.09	23	*	11
All Grades	35.03	26.67	17.24	46.70	52.12	54.48	18.27	21.21	28.28	197	165	145

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:

In 2021-2022, 20% of our ELD population qualified to be reclassified. In grades 4 and 5, the recalssification rate was 33%. The data indicates that our students did well in the writing and speaking domains and a larger percentage of our students need additional instruction and intervention in the reading domain. Based on this data, we need to continue to provide daily designated and integrated ELD instruction to our students. All ELD students in TK-5th grade will receive 30 minutes of Designated ELD daily. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

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 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	Based on the preliminary 2022 CAASPP Data: Overall of the students Met or Exceed the state standards In 3rd grade, 52% of students Met or Exceed the state standards In 4th grade, 56% of students Met or Exceed the state standards In 5th grade, 52% of students Met or Exceed the state standards	Students will demonstrate growth by moving across the bands indicated on the CAASPP ELA. Brekke will Increase the percentage of students who Meet or Exceed state standards by: 13% in 3rd grade 9% in 4th grade 13% in 5th grade The students who scored in the Met or Exceeded range from the prior year will continue to stay in those levels.
CAASPP Math	Based on the preliminary 2022 CAASPP Data: Overall % of the students Met or Exceed the state standards In 3rd grade, 52% of students Met or Exceed the state standards	Students will demonstrate growth by moving across the bands indicated on the CAASPP Math. Brekke will Increase percentage of students who Meet or Exceed state standards by: 13% in 3rd grade 17% in 4th grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 4th grade, 33% of students Met or Exceed the state standards In 5th grade, 31% of students Met or Exceed the state standards	19% in 5th grade The students who scored in the Met or Exceeded range from the prior year will continue to stay in those levels.
STAR 360 Early Literacy	According to the 2022 Spring STAR Early Literacy Screening Report: 86% of Kindergarten students scored at or above benchmark 6% of Kindergarten students scored on watch (Level 3) 4% of Kindergarten students scored in intervention (Level 2) and 4% of Kindergarten students scored in urgent intervention (Level 1). 62% of 1st grade students scored at or above benchmark 13% of 1st Grade students scored on watch (Level 3) 13% of 1st Grade students scored in intervention (Level 2) and 13% of 1st Grade students scored in urgent intervention (Level 1).	Students will demonstrate growth by moving across the bands indicated on the STAR 360 Early Literacy. The percent of Kindergarten students scoring at or above benchmark will increase by 4% All students will show a minimum SGP of 50. The percent of First grade students scoring at or above benchmark will increase by 8%. 3% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50.
STAR 360 Reading	According to the 2022 Spring STAR 360 Reading Screening Report: 20% of 2nd grade students are at Level 4 21% of 2nd grade students are at Level 3 27% of 2nd Grade students are at Level 2 and 32% of 2nd Grade students are at Level 1 21% of 3rd grade students are at Level 4	2nd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 19% in 2nd grade. 15% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18% of 3rd grade students are at Level 3 17% of 3rd grade students are at Level 2 and 34% of 3rd Grade students are at Level 1 18% of 4th grade students are at Level 4 28% of 4th grade students are at Level 3 24% of 4th grade are at Level 2 and 30% are at Level 1 14% of 5th grade students are at Level 4 33% of 5th grade students are at Level 3 22% of 5th grade students are at Level 2 and 32% of 5th grade students are at Level 1	3rd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 21% in 3rd grade. 15% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50. 4th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 14% in 4th grade. 15% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 5th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 13% in 5th grade. 17% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.
STAR 360 Math	According to the 2022 Spring STAR 360 Math Screening Report: 43% of 1st grade students are at Level 3 or Level 4 45% of 1st grade students are at Level 2 and 12% of 1st grade students are at Level 1	1st Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 17% in 1st grade. 7% of students in Level 1 will move to Level 2 or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	41% of 2nd grade students are at Level 3 or Level 4 37% of 2nd Grade students are at Level 2 and 22% of 2nd Grade students are at Level 1 47% of 3rd grade students are at Level 3 or Level 4 20% of 3rd grade students are at Level 2 and 33% of 3rd grade students are at Level 1 41% of 4th grade students are at Level 3 or Level 4 28% of 4th grade students are at Level 2 and 32% of 4th grade students are at Level 1 31% of 5th grade students are at Level 3 or Level 4 26% of 5th Grade student are at Level 2 and 43 % of 5th Grade students are at Level 1	All students will show a minimum SGP of 50. 2nd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 19% in 2nd grade. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 3rd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 13% in 3rd grade. 18% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 4th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 13% in 4th grade. 17% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 5th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 19% in 5th grade.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		28% of students will move to Level 1 or higher. All students will show a minimum SGP of 50.
Reclassification Third through Fifth grade	According to ELPAC taken in the fall of 2021 and spring of 2022, Brekke reclassified 35 students which is 20% of our total EL population.	The percent of English Learner students who are reclassified will be at least 25%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide grade levels with the necessary support to deliver quality Tier 1 Instruction. Teachers will be given time to plan using the outcomes outlined in our Brekke Purposeful Planning Document. In addition, school administrator will ensure clear expectations by providing a rubric of look-for components and performing learning walks (classroom visits) to observe and provide feedback to support instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Professional Development (no cost)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for collaboration focused on discussing data, reflecting on teacher practices, and ensuring students are learning. The leadership team will meet to discuss, plan and develop support for teachers and students with implementation of the adopted ELA, ELD, and math curricula. Provide time for grade level and vertical teams to plan first instruction, analyze data, monitor student progress towards mastering ELA, Math, and ELD standards, discuss common assessments, and intervention and enrichment opportunities during scheduled PLC meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Collaboration during professional day (no cost)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will be provided summer professional development offered by the District focusing on a Balanced Literacy Approach and Mathematical 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)
	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for staff to attend professional development training that supports first instruction in ELA, Math, ELD, Writing, and Science curricula and best practices for technology (ie. CABE, NGSS, District training, VCOE, Lexia, STMath)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 5000-5999: Services And Other Operating Expenditures cost for Professional development

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Enhance student learning through academic enrichment and field trips.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Fees

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 with a focus on English learners, and students receiving special education services.

Strategy/Activity

Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who are at risk of not meeting grade level goals, and identify additional supports to address those needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF 1000-1999: Certificated Personnel Salaries Substitutes for monitoring 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 with priority given to our lowest performing 2nd and 3rd graders.

Strategy/Activity

Literacy Intervention Teacher will give targeted instruction using LLI curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional program and equipment repairs. Provide repairs or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Copy Machine service contract

6800.00	LCFF 4000-4999: Books And Supplies Warehouse Materials
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures Equipment Maintenance
1822.00	LCFF 4000-4999: Books And Supplies Warehouse cost and Publications
3000.00	LCFF 4000-4999: Books And Supplies Ink for copy machines and printers
4800.00	LCFF 4000-4999: Books And Supplies Cost of document cameras, headphones and keyboards for learning
14000.00	LCFF 4000-4999: Books And Supplies Materials and supplies for daily operation
2900.00	LCFF 4000-4999: Books And Supplies Academic Incentives, Science Boards, Presentation material
4000.00	LCFF 4000-4999: Books And Supplies Replace playground and P.E. equiptment

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

Technology equipment will be purchased to support and supplement the core instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500.00	LCFF 4000-4999: Books And Supplies

	2 color printers to replace non-working ones.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Seesaw for grades TK and Kindergarten to allow staff to support language and problem solving development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
550.00	Title I 5800: Professional/Consulting Services And Operating Expenditures contract agreement SeeSaw

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

Purchase Scholastic News and Social Studies Weekly materials to support the Science and Social Studies Instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
520.00	Title I 4000-4999: Books And Supplies Scholastic News
300.00	Title I 4000-4999: Books And Supplies Social Studies Weekly

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

Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes progress monitoring with all teachers, SST or 504 meetings during which diagnostics assessments identify targets to guide instruction
Continue implementation of the RTI/MTSS model through progress monitoring, SST process in order to identify students that need Tier 2 or 3 supports.
Coordinate 504 meetings for students as needed. Provide small group interventions during the school day to students below grade level in ELA and Math. Conduct IEP meetings to address academic and social emotional needs of Special Education Students. Conduct Section 504 meetings to identify student eligibility for supports and accommodations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create an MTSS committee and data team to support the continued identification of intervention and enrichment needs to support the implementation of the RTI/MTSS model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700.00	Title I 1000-1999: Certificated Personnel Salaries Committee extra hours

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Learners

Strategy/Activity

Provide extra clerical help to support all aspects of the instructional program for students, staff and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF 2000-2999: Classified Personnel Salaries Clerical extra help

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 Learners

Strategy/Activity

District-wide Trimester Benchmark Assessments (STAR 360, ELA, Math) will be utilized to assess and progress monitor all students in Reading, Math, and ELD at least three times a year. The school site will add additional STAR 360 ELA and Math assessment dates for grades 2-5 to progress monitor ELA, Math, and ELD on a bi-monthly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage the use of Accelerated Reader, MYON, and Lexia for all K-5 students to increase number of words read and overall reading achievement for independent reading at home and at school. Conduct school-wide and grade level competitions to spark interest and usage. Provide incentives for those that reach their reading goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Cost of STAR 360, MYON
2000.00	LCFF 4000-4999: Books And Supplies Academic Incentives
	Centralized Services 2000-2999: Classified Personnel Salaries Library/Media Tech (LMT)

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

Facilitate transition presentations for 5th grade students moving to middle school that provide academic information and promotion requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- No site cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct school wide and grade level competitions to encourage Lexia and STMath usage. Provide Incentives for students meeting Lexia and ST Math 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)
2000.00	LCFF 4000-4999: Books And Supplies Incentives

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 an Intervention Service Provider to support math instruction in grades 1-5. This will allow grade levels to target small groups of students and instruct in areas of identified need.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29000.00	Title I 1000-1999: Certificated Personnel Salaries ISP teacher salary

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 material to supplement phonics instruction and teaching reading and writing based on the alphabetic principles.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1155.00	Title I 4000-4999: Books And Supplies Materials

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

Teachers will continue to incorporate the Depth of Knowledge (DOK) model into their teaching to provide a deeper understanding of grade level concepts for all students in all academic areas. The DOK level will be matched with the level indicated in the Instructional Blueprints for each grade level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Use ELPAC, STAR and ELD assessments to group students for daily designated ELD instruction in order to improve student ELPAC levels, help to reclassify students, and meet the English Learner Progress Indicator. Provide incentives/awards for those who meet their 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)
1502.00	Title III 4000-4999: Books And Supplies Awards for students meeting ELPAC goals and or reclassifying

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

Conduct progress monitoring of English Learners, Long Term English Learners (LTELs) and recently reclassified students as outlined in the EL Master Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners with a special focus on our Vietnamese students

Strategy/Activity

Provide tutoring opportunities for our English Learners focusing on overall language development and constructing and justifying mathematical claims in order to increase their achievement in Mathematics, WritingC and Critical Thinking

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

11990.00	Title III 1000-1999: Certificated Personnel Salaries Cost for teacher extra hours

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with priority given to our McKinney-Vento and Vietnamese population

Strategy/Activity

Teachers will offer after school tutoring and enrichment opportunities to meet student needs. This could include small group targeted instruction in reading and math and/or enrichment oportunities such as robotics and pickleball..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
14,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra hours

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

All students

Strategy/Activity

The After School Program will be offered to students in grades K-5 and will provide enrichment for students through opportunities for collaborative learning and virtual enrichment lessons. Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No additional costs

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 effectiveness of strategies/activities based on measurable outcomes showed they were mostly successful. All grade levels increased in math and ELA achievement based on STAR 360 reports and preliminary CAASPP reports. Most grade levels met their goal and others made progress towards goals in both STAR 360 Reading and Math assessments. We targeted Math Instruction during the 2021-2022 school year and noticed a significant increase in student scores based on STAR results. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies. We also recognize that our Vietnamese population has grown and is in need of additional supports.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Money was allocated to provide after school tutoring services but not all teachers had the desire or ability to spend additional time providing tutoring sevices.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a site, we are focusing on Tier 1 instruction and meeting the expected outcomes. We will continue to focus on targeting small groups in the classroom. This is evidenced by providing a large amount of PLC time and the hiring of an Intervention Service Provider to help with small group intervention. We are not allocating as much money for after school tutoring since this was not taken advantage of last year. We are only purchasing SeeSaw for the grade level that utilized the program to capacity and saw the benefit.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide yearly attendance was 92% for the 2021-2022 school year.	Achieve an annual average attendance rate of 95% percent or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 3.0 %.
Panorama Survey	Brekke students in 3rd-5th grade took the Panorama Survey twice during the 2021-2022 school year. The first survey was administered in September and the second survey was administered in April 2022. The survey provided us with baseline data in the areas of student SEL competencies and learning supports/environments. The favorable ratings by SEL topic were: Growth Mindset- 65% Good Self-Management- 71% Good Social Awareness- 71% Good Emotion Regulation- 51% Good	Show an increase of 5% in Growth Mindset, Self-Management, Teacher Student Relationships, and Sense of Belonging. Show an increase of 15% Emotion Regulation.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Teacher Student Relationships- 76% Good Sense of Belonging- 71% Good	
Office Referrals	Based on the data from the 2021-2022 school year, there were 59 office referrals. In our last typical in-person year we had 208 office referrals This 2021-2022 will be a new baseline for office referral data since returning to in-person learning.	Decrease the total number of office referrals by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Analyze student PBIS, teacher referrals and Panorama data to identify areas of need and identify individual students that are in need of social emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- no site cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene every month to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our Panorama data; specifically the sense of belonging and student-teacher relationships. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding engagement and participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900.00	Title I 1000-1999: Certificated Personnel Salaries PBIS extra hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide bi-monthly training on PBIS for all certificated and classified staff to improve student safety and promote social emotional well-being during distance 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)
1000.00	LCFF 2000-2999: Classified Personnel Salaries Extra time for classified 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

PBIS team to attend trainings for continued advancement in PBIS 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)
956.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Cost of online registration

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 campus supervisors to assist during recesses to maintain connectivity with students. Campus supervisors are an integral part of the positive behavior support systems. In addition, provide campus supervisors with PBIS training to help support the structures in place and promote the positive school climate at Brekke.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800.00	LCFF 2000-2999: Classified Personnel Salaries 2 hours daily campus supervision
1300.00	LCFF 2000-2999: Classified Personnel Salaries Campus supervisors extra help

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will implement the CHAMPS/STOIC approach and explicitly teach learning expectations for student behavior during instructional time, to reduce classroom disruptions and increase time spent on task.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide motivational decals and signage around the common areas of the school to improve school climate and promote positive behavior awareness. Encourage students to follow the Brekke guidelines for success (Be Safe, Be Responsible, Be Respectful) and reward them with Dolphin Dollars.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600.00	Title I 4000-4999: Books And Supplies Cost of Doplin Dollars
3000.00	LCFF 4000-4999: Books And Supplies Decals, signage and posters

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

Review and update Site MTSS behavior pyramid as needed and continue its implementation using the SST process in order to identify and monitor students in need of targeted intervention to address social/emotional/and behavioral needs that are a barrier to academic success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Additional Cost

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 with a focus on our McKinney-Vento population

Strategy/Activity

Increase Tier 1 SEL support school-wide and in individual classes; supported by School Counselor.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- No site 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

Provide research based individual and small group counseling services to students in need of social emotional support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- No site cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Facilitate community circles with students who are in need of behavior or social/emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- No site cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Include mindfulness activities to support during structured breaks and self-care opportunities. This can occur during class time or in small groups outside the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- no site cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage students to follow school guidelines for success (Be Safe, Be Responsible, Be Respectful) by issuing Dolphin Pride Awards. This will motivate students to self-monitor which will reduce distractions in the learning setting.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Graphics and positive behavior incentives

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide engaging events and communication for our students and families through class visits and family nights such as "Passport to Exemplary" and "Blankets, Books and Bonding".

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 4000-4999: Books And Supplies multimedia equipment purchase
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- no site cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor and ORC will organize and lead a Student Leadership Team to ensure student voice and participation in building school community and planning school spirit weeks.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- no site costs
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator- no site costs

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide growth mindset journals to promote school connectedness and promote growth mindset.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600.00	Title I 4000-4999: Books And Supplies Cost of books for students

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a multi-purpose space (Dolphin Cove) that supports student social emotional needs. Dolphin Cove can be utilized by individuals, groups or classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Supplies for activities
10000.00	LCFF 4000-4999: Books And Supplies Supplies to replenish Dolphin Cove

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

Encourage students to attend class daily and on time through classroom incentives and awards (ie. certificates, ribbons, classroom celebrations, and shirts) for perfect attendance. Attendance groups will be created to monitor and provide incentives for students in need of additional motivation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Attendance Incentives
	District Funded 2000-2999: Classified Personnel Salaries Outreach coordinator- no site cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and miniSARB meetings will be held for those students with excessive tardies or absences to reduce chronic absenteeism. The attendance reports will be analyzed to address specific interventions (ie. student monitor groups, individual incentive plans, parent awareness meetings) needed to support chronic absenteeism and excessive tardies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator- No site cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue buiding a "Team" climate and participate in team building activities to encourage collaboration that will lead to improved student outcomes. This team building includes activities that foster staff connectedness and pride in our school site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 4000-4999: Books And Supplies Supplies for activities

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

The safety committee will meet to review the School Safety Plan. Events will be planned that promote school safety and revisions will be made to improve ongoing emergency disaster preparedness. In addition, we will continue to partner with community services in conducting

monthly emergency preparedness drills (fire, earthquake, and lockdown drills) Conduct an inventory of emergency preparedness supplies currently available at the school and replenish and replace items as needed. In addition, purchase supplies to support emotional well-being of students after an incident.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I 1000-1999: Certificated Personnel Salaries Cost of Teacher extra hours
1000.00	Title I 4000-4999: Books And Supplies Emergency replacement supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

During the school day we will provide enrichment opportunities such as Art Trek and Hip Hop Mindset to promote a positive school culture, cultivate creativity and develop a growth mindset.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contracts

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide an administrative substitute when the principal is out of the office for the day for consistent support of activities and programs that impact students, staff and parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours

Strategy/Activity 24

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Facilitate transition presentations for 5th grade students moving to middle school and provide opportunities for our incoming Kindergarten students to feel safe and connected with Brekke School.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries counselor and Teacher- no site cost

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.

Brekke school received the platinum level recognition for the second time from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our students. This indicates that the implementation of targeted activities was successful in creating a

positive school climate. Brekke also received the Community Cares Award for outstanding support and care during the 2019 COVID pandemic. In 2022 we received the Innovative Practice award given by the California Department of Education for the ways we kept our students and families connected to school. Brekke students in 3rd-5th grade took the Panorama survey twice in the 2021-2022 school year. This provided data for student Social Emotional Learning (SEL) competencies and for learning supports/environment. Our overall rating was 85% favorable, which is in the excellent range. This indicates the implementation of activities focused on connecting students to school and building SEL skills had a positive impact on our students. We did see a slight decline in our Panorama scores from fall to spring which indicates we need to continue to provide and model startegies for positive Social Emotional Learning throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funds set aside for the book club were not utilized so we switched to target growth mindset through the purchase of daily journals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we will provide Growth Mindset journals to help build a positive growth mind set and increase student collaboration and communication skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Home/School Communication	According to the 2021-2022 Family/School Relationship survey through Panorama, 76% of our families responded favorably to the family/school communication they receive. 16% of our families responded to this survey.	Our goal is to increase the response to family/school communication to 80% favorable response from families. Increase the number of participants by 10% to ensure the data is valid and reliable to use as a baseline.
Parent perception of overall social and learning climate.	According to the 2021-2022 Family/School Relationship survey through Panorama, 83% of our parents responded favorably to the social and learning climate of Brekke School.	Our goal is to maintain an 80+% favorable response from families. Increase the number of participants by 10% to ensure the data is valid and reliable and use the data as a baseline.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create and distribute a parent survey to gather input regarding topics of interest. This will drive our agenda for planning parent nights and increase attendance (ie. Survey Monkey, Google forms).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate ELAC and SSC Meetings, conduct a Needs Assessment, and provide Parent Education on topics of interest to increase parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3314.00	LCFF 4000-4999: Books And Supplies Parent Education, Cost of materials
2000.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra time

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 support for parents, staff and students in the area of attendance, resiliency and referrals to outside agencies by the OutReach Consultant (ORC).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 2000-2999: Classified Personnel Salaries ORC extra time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide opportunities for parents of English Learners to attend the CABE Conference in the spring in an effort to educate them in supporting their child's English Language Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600.00	Title III 5000-5999: Services And Other Operating Expenditures Cost of Registration for Ventura Chapter CABE conference

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide training for parents to support parent empowerment and engagement in their children's overall behavioral and academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 2000-2999: Classified Personnel Salaries ORC Extra Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor to provide seminars on topics of interest during parent events to support home-school connections and social-emotional 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)
500.00	Title I 1000-1999: Certificated Personnel Salaries Counselor extra time

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be informed of Brekke's Purposeful Planning document, outcomes expected by grade levels, school highlights, positive behavior plans, and ways to continue supporting success at school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Back to School Night, Trimester Coffee with the Principal/Team Meetings, and family events (such as our "Passport to Exemplary" and "Books, Bonding and Blankets"), focusing on technology, district adopted apps and classroom expectations to increase parent involvement in their children's education.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 4000-4999: Books And Supplies Supplies for coffee with Principal/Team
500.00	Title I 2000-2999: Classified Personnel Salaries ORC Extra Time

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to Parent/Teacher Conferences in the Fall and Spring (Spring conferences are specifically for students who are 'at promise').

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 2000-2999: Classified Personnel Salaries Translation Services

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

Invite parents to SST's, Section 504 Plan meetings, and IEP meetings to inform and provide the best possible interventions and supports for students; increase students' positive behavior/social-emotional well being and ELA, Math and/or ELD success as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain effective communication between school and home using Connect Ed calls, flyers, letters, website, social-media, Peach Jar and by providing translation during meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
650.00	Title III 2000-2999: Classified Personnel Salaries Classified extra hours for translation

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

Consult the School Site Council for the review of School Compact and Parent Involvement Policy to help strengthen home school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office staff will participate in weekly meetings about customer service and strengthening ties with families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parent events or additional enrichment activities for students in efforts to strengthen school/community and parent/child relationships.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	PTA/PTO Expenses generated for family events and enrichment opportunities.

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

After School Program Parent Nights will be offered to provide parents with nutrition education; hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

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.

Sign-in sheets indicated that parent attendance did not reflect high levels of interest in parent educational topics. However, parent attendance at our Passport to Exemplary events was high. We conclude that parents are more interested in hands on family activities. Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting an interest survey and make a clearer connection between their involvement and student achievement at Brekke.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of our goals was to send out a parent survey asking what topics they were interested in learning about. The survey was created but not pushed out because it needs to be modified so it is not duplicating information on the district parent surveys.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting an interest survey and make a clearer connection between their involvement and student achievement at Brekke. In addition, we will be more timely and consistent with informing our parents regarding upcoming events.

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	$57,523.00
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	$179,759.00

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	$42,781.00
Title III	$14,742.00

Subtotal of additional federal funds included for this school: $57,523.00

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	$108,236.00
LCFF - Intervention	$14,000.00

Subtotal of state or local funds included for this school: $122,236.00

Total of federal, state, and/or local funds for this school: $179,759.00

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	42,781.00	0.00
Title III	14,742.00	0.00
LCFF	108,236.00	0.00
LCFF - Intervention	14,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	108,236.00
LCFF - Intervention	14,000.00
Title I	42,781.00
Title III	14,742.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	7,000.00
2000-2999: Classified Personnel Salaries	LCFF	7,100.00
4000-4999: Books And Supplies	LCFF	62,136.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	14,000.00
1000-1999: Certificated Personnel Salaries	Title I	32,100.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	7,675.00

5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,506.00
1000-1999: Certificated Personnel Salaries	Title III	11,990.00
2000-2999: Classified Personnel Salaries	Title III	650.00
4000-4999: Books And Supplies	Title III	1,502.00
5000-5999: Services And Other Operating Expenditures	Title III	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,039.00
Goal 2	46,656.00
Goal 3	11,064.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tammy R. Smith	Principal
Terry Lopez	Classroom Teacher
Traci Martinez	Classroom Teacher
Patricia Hernandez-Einstein	Classroom Teacher
Ashleigh Arias	Other School Staff
Jessica Joens	Parent or Community Member
Veronica Conejo	Parent or Community Member
Erica Cahue	Parent or Community Member
Lupita Avila	Parent or Community Member
Yolanda Melano	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 June 7, 2022.

Attested:

	Principal, Tammy Smith on 6-7-2022
	SSC Chairperson, Traci Martinez on 6-7-2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Cesar E. Chavez K-8 School	56725386055321	June 8, 2022	August 24, 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.

Cesar E. Chavez School is a kindergarten through eighth grade school that serves the La Colonia area located within the city of Oxnard, California. The school has been in operation since before it was renamed from Juanita School in 1993 to its current name, Cesar E. Chavez School. The school was named as a tribute to the labor leader, Cesar E. Chavez, who at one time lived in La Colonia and organized the grape boycott of the 1960's. The school primarily serves the local community.

Chavez is committed to creating successful students that resembles the OSD Student Profile through excellent first instruction. Chavez offers both a research-based Dual Language Instruction (DLI) program and a Structured English Immersion (SEI) program. Chavez supports students through a Positive Behavior Interventions and Supports (PBIS), and a Multi-Tiered System of Support for all students. Chavez students are members of the Chavez Academy of Literacy, Communication Arts and Technology (CALCAT). Middle school students take elective courses that enrich those skills. Among the current elective offerings for middle school are AVID, Technology through Science, STEM, Environmental science, Study Skills, and Journalism.

Chavez School follows the Cycle of Inquiry and uses a distributed leadership model to build capacity amongst teachers to evaluate and improve the educational practices of the school in efforts to increase the overall academic achievement of all learners.

The distributed leadership model is divided into two categories: committees and Professional Learning Communities (PLCs).

Teachers join one of the four major committees: Culture and Climate; Strategies, Technology, and Best Practices; Parent and Community Engagement; and Leadership. Within those four major groups contain the PBIS, PTA, SSC, and ELAC. Independent of these four committees is the Safety Committee, which focuses on developing needed plans and procedures to ensure students and staff are safe and secure on campus daily and during emergencies.

Culture and Climate encompasses middle school ASB, PBIS, school spirit, AR rewards and staff social sub-committees.

Strategies, Technology, and Best Practices is designed to share school-wide strategies and technology resources with teachers to improve their practice. It also includes the AVID committee and aspects of the previous literacy committee.

Parent and Community Engagement focuses on improving parent and community involvement with the school and encompasses PTA, SSC, and ELAC.

The Leadership team is made up of grade-level members that assist the administration in school-wide decision making.

PLCs are created by grade level and are headed up by the grade level members of the Leadership committee. PLC meeting are run utilizing the research of Richard DuFour and use one of the critical PLC questions.
What do we want our students to know and be able to do?
How will we know they have learned it?
How will we respond when they don't learn?
How will we respond if they already know it?

PLCs bring collaborative teams together to examine data and evidence-based practices to make adjustments to the instructional methods and best meet the needs of our students. This year, Chavez is investing in a professional development program to improve the efficacy of our PLCs through a combination of all-staff and leadership team training. This supports our goals by doing the work of creating a unified understanding of the standards and holding our students to high expectations.

For the 22-23 school year, Cesar Chavez grade-level teachers will continue to develop a guaranteed and viable curriculum through identifying priority standards, learning targets and "I" can statements. As this work is completed, the shift will progress to professional learning opportunities focused toward developing common formative assessments, intervention schedules, and intervention lesson design to address remediation or reteaching student learning needs. Furthermore, 3 week learning cycles will be introduced/coached to support teachers in moving from assessment to intervention with a focus on building their capacity to effectively engage student learning needs throughout the cycle. This work will be designed to support site leaders and teacher leaders in engaging in targeted observation/feedback cycles and curriculum/assessment calendar design within short cycles of improvement as the method for designing the path for teachers to maximize student learning.

Finally, school leadership will partner to design an implementation plan that maximizes staff collective expertise as a means for deepening student learning.

Once again, Chavez School is committed to shaping students based on the Oxnard School District's Student Profile. To reach these goals, Chavez uses the MTSS, focusing on excellent first instruction, then targeted intervention. Students are selected for targeted intervention based on data analysis and recommendations from staff, the Coordination of Services Team (CST) and the Student Success Team (SST).

These specialized targeted intervention services are categorized as Tier II and Tier III services. Tier II and III intervention services are provided by teachers during Universal Access and English Language sessions. Intervention support providers and K-1 paraeducators are also provided to work with small group settings.

The Chavez school DLI program is now in its 9th year, with full DLI classes available from grades K-6. Our 7th and 8th grade students take a Spanish Literature class for their elective to support their DLI instruction. DLI courses are both self-contained or dual-taught depending on the number of students enrolled in the program per grade level.

The DLI programs use research-based Biliteracy Units of Focus (BUFs) as their curriculum. BUF development and training is supported by the District Office and at the site level. The teachers are provided release time in lieu of staff meeting or additionally time after school for training and opportunities for collaboration and planning.
Chavez understands that learning can only take place in a safe and positive environment. The PBIS committee is responsible for overseeing the implementation of the CHAMPS behavior management method as well as developing daily routines and establishing school culture. Last year, the school created our guidelines of success using the acronym SOAR.

Stay Healthy and Safe
Organized and Prepared
Act Responsibly and Ask for Help
Respect Yourself and Others

To support our DLI program and honor the home language of many of our students, there is also a Spanish version of the SOAR using the acronym VUELA (the Spanish word for "soar", which is used in reference to our mascot, the eagle).

Valora tu salud y seguridad
Unidos respetándonos
Esfuérzate por organizarte
Listos estando preparados
Actúa responsablemente y pide ayuda

These guidelines are posted throughout classrooms and throughout the school and are the basis of all created rules and expectations using CHAMPS.

The PBIS is continuing to improve on existing guidelines regarding recess, cafeteria behavior, and hallway expectations.

Chavez school believes that all school stakeholders are important and critical to the success of students. This year, Chavez has also created a new Parent Engagement committee to brainstorm

new ways to get the community involved in the school. Past events have included Celebration of Learning Night, Successful Transition to High School information meetings, and Success in Middle School information meetings.

All event information is communicated through the Chavez website, Twitter, Facebook, ParentLink calls, PeachJar, and ConnectEd text messages.

We plan to increase our parent education training which will include; Triple P sessions, MICOP Mommy and Me classes, Healthy Living by VCBH and how to navigate and access the different technology platforms to maximize their students learning.

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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.

Administration would observe the classes during lessons. Administration provided feedback on the use of Common Core State Standards in Reading and Writing. English Language Development and use of Mathematical Mindset was another focus to improve student engagement and academic growth.

Data analysis conducted during teacher collaborations indicated that more time for teacher collaboration with a focus on first instruction continues to be necessary. DLI drop-ins and observations indicate that Oracy continues to be a priority with an next step goal of using Academic Vocabulary within Core Content.

Drop-in visits and analysis indicates that there is a need to increase rigor across all areas of instruction. The pandemic created a number of unforeseen challenges, but high expectations must be maintained for all students. The school must provide the needed scaffolds and supports for students to reach those standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Oxnard School District decided to utilize the STAR 360 as a universal screener for early literacy, reading and math. STAR 360 scores and curricular assessments are used by teachers to identify students who need intervention and modify instruction based on Common Core State Standards. The ELPAC was administered to all EL students this year in person. This data is used to identify students ready for reclassification, to identify student areas of growth and need for instruction (grouping, interventions, etc.) and for allocation of resources.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Cesar Chavez school has identified a need to build a comprehensive school-wide writing program with an emphasis on vertical alignment and grade level calibration.

In order to design that program, data will be collected from the STAR 360 assessments 4 times a year, along with curricular assessment measures. Teachers will use PLC collaboration time to focus on analyzing data, planning first instruction, concentrating on developing and implementing this plan throughout the 2022-2023 school year. This year, grade levels will participate student monitoring conferences following 3 week Learning Cycles.

This will be applied in all content areas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers will be participating in multiple collaboration meetings both in grade levels and vertical teaming with specific focus on academic engagement (in Writing, English Language Arts, Mathematics, and Dual Language Instruction) as well social emotional learning. Professional Learning Teams are to focus on the cycle of inquiry through DuFour's Four Essential Questions.

Teachers will continue receiving intensive training on PLCs and how to maximize their effectiveness. The leadership team, who are the leaders of each grade level, will be provided ongoing training to build their capacity to be able to lead their grade level teams.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model will ensure that instructional strategies are aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction and are provided by the district.

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.

For the middle school, the master schedule is determined by student needs. Students are scheduled by their needs first. If room allows, students are given elective choices for enrichment and exploration of other subjects.

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)

The district adopts standards-aligned materials and provides them for use in all classrooms. The district ensures that all intervention materials are backed by research. Funds are allocated to the school to purchase any additional materials determined necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The school follows the District's MTSS model.

To support Tier I, first instruction and intervention, teachers are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices. The intention is to plan and adjust lessons for student scaffolds and instruction concentrating on Instructional Claims (a broad statement outlining the outcomes achieved through standards mastery) they have determined as a focus.

To identify whether a student needs Tier II or Tier III interventions, the school utilizes an SST (Student Success Team) which comprises the ORC, Counselor, Administrator, Classroom Teacher, parents, and a partnership with the local social worker. This team creates a plan with possible solutions for students to help them improve in the area of identified need and to achieve their goals.

The Counselor, ORC, Special Education, Paraeducators, ISP's, and Literacy Intervention Teacher provide daily intervention to support the academic and emotional needs of students.

Evidence-based educational practices to raise student achievement

The DLI program and its BUFs (Biliteracy Unit Frameworks) are created and supported by evidence-based practices to support high achievement for all students in both English and Spanish.
The school utilizes CHAMPS as its primary classroom management tool to support students in developing scholarly behavioral habits.
In grades 6-8, AVID strategies are employed to develop notetaking, organizational skills and critical thinking. Additionally, Visible Thinking Strategies are utilized to help students access higher Depths of Knowledge (rigor).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Chavez plans to increase parent grade level activities to invite families to participate in celebrating their child's learning.

It is our intention to increase parent engagement by grade level through hosting Reading and Math Nights. We also intend to host Triple P sessions, MICOP Mommy and Me classes and Healthy Living by VCPH.

Feedback from our staff and community indicate a need for additional technology tool training for parents and families. This includes training for Canvas, Lexia, ST Math and other educational applications.

The school also conducts Back to School Night and trimester parent conferences. Parents are also encouraged to become involved in site-based parent groups such as School Site Council, Parent Teacher Association (PTA), and the English Learner Advisory Committee (ELAC), which are being held via Zoom during the pandemic. These parent groups play an active role in developing and monitoring school goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent involvement is a priority at our school. Multiple parent education and involvement activities have been planned for families. All events have been scheduled in the master calendar and communicated to all stakeholders through the school website, phone calls, PeachJar, email and shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Learner Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school. Parent representation is also maintained on the School Site Council and they are instrumental in monitoring the execution of the School Plan for Student Achievement (SPSA).

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding will support evidence based first instruction, interventions, and Common Core California State Standards for student achievement through teacher collaboration.

This funding is provided for first through second grade Paraprofessionals and Intervention Support Providers for both K-5 and in Middle School with the goal of helping current Long Term English Learners (LTELs) and preventing students from becoming LTELs.

School Counselor, Outreach Specialist and Teachers will collaborate and develop plans to service Special Populations Student Groups including Migrant, English Learners, Homeless/Foster and African American students.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school consulted with parents from SSC, and ELAC, and with teachers during Leadership meetings, staff meetings and grade level meetings as part of the planning process for this SPSA/Annual Review and Update during the last school year 2021-2022 and at the beginning of the current school year 2022-2023.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Funding was allocated for three Intervention Service Providers to work with small groups during the school day, but they were not hired due to staffing shortages across the state. Additionally, funding was allocated for teachers to tutor student in small groups after school, but due to minimal participation of both teachers and students; much of the funding was not utilize.

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%	0%	%	0	0	
African American	0.11%	0.2%	%	1	2	
Asian	0%	0.1%	%	0	1	
Filipino	0.11%	0.1%	%	1	1	
Hispanic/Latino	98.42%	98.1%	%	874	832	
Pacific Islander	0.11%	0.1%	%	1	1	
White	1.24%	1.3%	%	11	11	
Multiple/No Response	0%	0%	%	0	0	
			Total Enrollment	888	848	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	96	72	
Grade 1	92	97	
Grade 2	92	93	
Grade3	89	93	
Grade 4	101	90	
Grade 5	104	98	
Grade 6	105	103	
Grade 7	101	104	
Grade 8	108	98	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	888	848	

Conclusions based on this data:

The school is largely categorized as Hispanic/Latino (98%), however this data does not necessarily reflect the nuances of the population. There is a significant population of students from the Mixteco indigenous people, which

are grouped into the same category. Students from Mixteco families are usually in a tri-lingual environment which created challenges for support from home. This population is approximately 10% of our school.

A majority of our students are second generation Americans, many of whom are the children of previous students in this community.

There continues to be declining enrollment in our lower grades, which resulted in the closing of a first grade class and continued with only 3 kindergarten classes this year.

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	537	480	479	59.9%	54.1%	56.5%
Fluent English Proficient (FEP)	211	266	231	23.5%	30.0%	27.2%
Reclassified Fluent English Proficient (RFEP)	80	111	48	14.3%	20.7%	10.0%

Conclusions based on this data:

Chavez continues to remain between 50 and 60 percent of students designated as ELs. Last year, fewer students reclassified than previous years (10% vs 20% the year before.) Middle school students who remain classified as English Learners (Long-Term English Learners, LTELs) will require more targeted support and interventions to meet reclassification criteria. Students in the primary grades in the DLI program will focus on the foundational skills of reading, writing, and oracy. In addition, the school-wide focus on writing across the curriculum will benefit ELs and set the foundation to develop solid reading and critical thinking skills. Recognizing the large number of EL's at Chavez and the need to reclassify, we have made a priority to fund programs to ensure academic growth for English Learners.

Additional support needs to be developed for our Mixteco population who have unique needs due to the lack of written Mixteco language and the typical development of their language skills (Mixteco first, then Spanish, then English.)

School and Student Performance Data

Star Early Literacy

Cesar E. Chavez K-8 School											
		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
Grade K	80	1	1%	3	4%	2	3%	74	93%	4	854
Grade 1	72	33	46%	17	24%	7	10%	15	21%	2	773
Grade 2	96	47	49%	25	26%	8	8%	16	17%	1	848

Conclusions based on this data:

A very high percentage (96%) of students in Kindergarten reached proficiency. Second graders are given the Early Literacy test when they score below a certain level on Star Reading. It is a concern that so many of our second grade students took the Early Literacy test at the end of last school year. While the Kindergarten scores are similar to those seen pre-pandemic and are on par with those seen throughout the District, it is concerning that as students move up through the grades, the percent of students at/above benchmark drops. In efforts to mitigate this, this year we will focus on providing intentional academic supports in literacy development during the instructional day. Teachers will be participating in a 3 week learning cycle to review data and identify instructional focus.

School and Student Performance Data

Star Reading

Cesar E. Chavez K-8 School											
		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 2	109	54	50%	23	21%	16	15%	16	15%	1	884
Grade 3	88	59	67%	18	20%	6	7%	5	6%	1	907
Grade 4	101	62	61%	21	21%	12	12%	6	6%	1	962
Grade 5	106	67	63%	17	16%	20	19%	2	2%	1	979
Grade 6	117	52	44%	35	30%	26	22%	4	3%	2	1017
Grade 7	85	52	61%	12	14%	17	20%	4	5%	1	1004
Grade 8	104	36	35%	47	45%	17	16%	4	4%	2	1054

Conclusions based on this data:

This data shows a consistent imbalance between Level 1/2 and Level 3/4 throughout all grade levels. This is interesting data, as the data that we reviewed in the Spring was more evenly distributed throughout the bands, and might be an indicator that students were not keeping up with content during the final window.

Level 1 and 2 ranges from 87% (67% level 1, 20% level 2) in grade 3 to 74% (61% level 1 and 14% level 2) in grades 6, with the lowest percentage of level 1 being in 8th grade (35%).

These scores match what was reported anecdotally in the 3rd grade - teachers reported a much higher than average number of students who were "pre-reading" due to the pandemic.

7th grade scores may have been affected by the presence of a long-term substitute starting from spring break.

Improvement of 8th grade scores compared to the previous testing window may be a result of the return of the 8th grade teacher in May.

The level of students performing in the level 1 and 2 ranges is concerning, especially with its consistency throughout the grade levels. First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets. Teachers will be participating in a 3 week learning cycle to review data and identify instructional focus.

School and Student Performance Data

Star Math

Cesar E. Chavez K-8 School											
		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 1	75	30	40%	30	40%	8	11%	7	9%	2	829
Grade 2	110	42	38%	37	34%	26	24%	5	5%	2	900
Grade 3	86	47	55%	20	23%	12	14%	7	8%	1	936
Grade 4	98	42	43%	38	39%	16	16%	2	2%	2	979
Grade 5	105	80	76%	17	16%	4	4%	4	4%	1	980
Grade 6	115	70	61%	31	27%	10	9%	4	3%	1	1018
Grade 7	99	71	72%	19	19%	5	5%	4	4%	1	1007
Grade 8	105	82	78%	18	17%	4	4%	1	1%	1	1040

Conclusions based on this data:

This data is again very interesting, as the data analysis done in the previous window showed much more stability and equal distribution amongst the performance bands. This again may indicate that students were not keeping up with expected content during the last window of instruction.

The number of Level 1 and 2 scores ranges from 96% (76% level 1 and 16% level 2) to 72% (38% level 1 and 24% level 2).

One possible factor that affected scores was the presence of a long-term sub in 7th grade beginning after spring break.

The consistency of low performing scores across the grade levels is concerning. First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover and reach grade level targets. Overall, data indicates that there is a need to focus on providing intentional academic supports in literacy development during the instructional day. In order to do this, teachers will be participating in a 3 week learning cycle to review data and identify instructional focus.

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 3	101	96		101	93		101	93		100	96.9	
Grade 4	112	105		112	104		112	104		100	99	
Grade 5	99	105		98	105		98	105		99	100	
Grade 6	103	97		103	97		103	97		100	100	
Grade 7	109	113		109	113		109	113		100	100	
Grade 8	104	104		104	104		104	104		100	100	
All Grades	628	620		627	616		627	616		99.8	99.4	

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	2360.	2376.		5.94	10.75		14.85	19.35		21.78	18.28		57.43	51.61	
Grade 4	2411.	2438.		5.36	13.46		24.11	24.04		20.54	26.92		50.00	35.58	
Grade 5	2443.	2463.		7.14	4.76		17.35	31.43		25.51	25.71		50.00	38.10	
Grade 6	2450.	2466.		5.83	2.06		9.71	21.65		31.07	30.93		53.40	45.36	
Grade 7	2478.	2460.		1.83	1.77		21.10	12.39		31.19	30.09		45.87	55.75	
Grade 8	2494.	2493.		4.81	1.92		15.38	17.31		32.69	30.77		47.12	50.00	
All Grades	N/A	N/A	N/A	5.10	5.68		17.22	20.94		27.11	27.27		50.56	46.10	

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 3	9.90	10.75		39.60	44.09		50.50	45.16	
Grade 4	10.71	12.50		46.43	54.81		42.86	32.69	
Grade 5	14.29	11.43		33.67	48.57		52.04	40.00	
Grade 6	5.83	8.25		40.78	38.14		53.40	53.61	
Grade 7	5.50	2.65		37.61	29.20		56.88	68.14	
Grade 8	8.65	2.88		31.73	37.50		59.62	59.62	
All Grades	9.09	7.95		38.44	41.88		52.47	50.16	

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	5.94	8.60		29.70	36.56		64.36	54.84	
Grade 4	7.14	7.69		49.11	62.50		43.75	29.81	
Grade 5	11.22	14.29		40.82	53.33		47.96	32.38	
Grade 6	5.83	2.06		30.10	54.64		64.08	43.30	
Grade 7	5.50	5.31		46.79	52.21		47.71	42.48	
Grade 8	7.69	1.92		39.42	54.81		52.88	43.27	
All Grades	7.18	6.66		39.55	52.60		53.27	40.75	

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	7.92	11.83		59.41	60.22		32.67	27.96	
Grade 4	3.57	14.42		71.43	63.46		25.00	22.12	
Grade 5	10.20	6.67		47.96	61.90		41.84	31.43	
Grade 6	3.88	6.19		51.46	56.70		44.66	37.11	
Grade 7	1.83	4.42		52.29	53.98		45.87	41.59	
Grade 8	1.92	3.85		64.42	59.62		33.65	36.54	
All Grades	4.78	7.79		58.05	59.25		37.16	32.95	

2019-20 Data:
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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	10.89	6.45		34.65	52.69		54.46	40.86	
Grade 4	13.39	11.54		43.75	58.65		42.86	29.81	
Grade 5	10.20	14.29		50.00	45.71		39.80	40.00	
Grade 6	9.71	8.25		48.54	52.58		41.75	39.18	
Grade 7	15.60	7.96		42.20	41.59		42.20	50.44	
Grade 8	13.46	13.46		42.31	38.46		44.23	48.08	
All Grades	12.28	10.39		43.54	48.05		44.18	41.56	

2019-20 Data:
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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:

As CAASPP Assessments were optional last year, our district opted for our students not to take CAASPP Assessments last year; therefore, there is no new data to be analyzed. We will continue to impact change from 2018-2019 results. The percentage of students at the Not Met level has decreased since 2016-17 in all but 2 grades. Mean scale score has increased in all but one grade. The percentage of students below standard in each of the claims has also consistently decreased in most grade levels. Although we have made steady growth, the increases have not been significant in most areas. Students in grades four and five have consistently made large gains the last three years. Effective strategies in these grade levels will be identified and shared. The Reading claim has the most students “At or Above Standard” and has made gains overall over the last 3 years. This is a positive reflection of the work being done in grades K-2 to build strong foundational reading skills and the focus school-wide on reading AR daily for our students. The focus moving forward is to continue this growth and continue building upon the foundation. In all of the claims,

there is a growing percentage of students in the “At or Near Standard” level and we have put systems in place to improve student achievement and growth in all these 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 3	101	96		101	95		101	95		100	99	
Grade 4	112	105		112	105		112	105		100	100	
Grade 5	99	105		98	105		98	105		99	100	
Grade 6	104	97		104	97		104	97		100	100	
Grade 7	109	113		109	113		109	113		100	100	
Grade 8	104	104		104	103		104	103		100	99	
All Grades	629	620		628	618		628	618		99.8	99.7	

* 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	2380.	2389.		3.96	7.37		18.81	20.00		24.75	28.42		52.48	44.21	
Grade 4	2414.	2447.		4.46	7.62		13.39	23.81		33.93	42.86		48.21	25.71	
Grade 5	2428.	2446.		3.06	5.71		4.08	4.76		22.45	38.10		70.41	51.43	
Grade 6	2422.	2428.		0.00	4.12		7.69	7.22		24.04	23.71		68.27	64.95	
Grade 7	2433.	2425.		1.83	0.88		2.75	5.31		24.77	19.47		70.64	74.34	
Grade 8	2462.	2446.		0.96	0.97		7.69	5.83		23.08	17.48		68.27	75.73	
All Grades	N/A	N/A	N/A	2.39	4.37		9.08	11.00		25.64	28.32		62.90	56.31	

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	9.90	17.89		33.66	30.53		56.44	51.58	
Grade 4	6.25	19.05		25.00	35.24		68.75	45.71	
Grade 5	4.08	6.67		15.31	24.76		80.61	68.57	
Grade 6	1.92	3.09		15.38	17.53		82.69	79.38	
Grade 7	2.75	2.65		19.27	15.93		77.98	81.42	
Grade 8	0.96	0.97		19.23	23.30		79.81	75.73	
All Grades	4.30	8.25		21.34	24.43		74.36	67.31	

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	12.87	10.53		33.66	40.00		53.47	49.47	
Grade 4	6.25	10.48		37.50	46.67		56.25	42.86	
Grade 5	4.08	8.57		27.55	34.29		68.37	57.14	
Grade 6	0.00	5.15		28.85	28.87		71.15	65.98	
Grade 7	1.83	2.65		25.69	30.09		72.48	67.26	
Grade 8	1.92	1.94		50.96	26.21		47.12	71.84	
All Grades	4.46	6.47		34.08	34.30		61.46	59.22	

2019-20 Data:
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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	5.94	12.63		50.50	40.00		43.56	47.37	
Grade 4	7.14	16.19		33.93	49.52		58.93	34.29	
Grade 5	1.02	4.76		40.82	43.81		58.16	51.43	
Grade 6	1.92	6.19		27.88	26.80		70.19	67.01	
Grade 7	2.75	0.88		43.12	36.28		54.13	62.83	
Grade 8	1.92	2.91		38.46	36.89		59.62	60.19	
All Grades	3.50	7.12		39.01	39.00		57.48	53.88	

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:

As CAASPP Assessments were not given to our students last year, there is no new data to be analyzed. We will continue to impact change from 2018-2019 results. The percentage of students at the Not Met Level has decreased since 2016-17 in all but 2 grades. Mean scale score has increased in all but 2 grades. Although still significant, trends show that the percentage of students below standard in each of the claims had declined. Grade 4 made significant increases at levels “At or Near Standard” and “Above standard” in all claims. Effective strategies by fourth grade teachers will be identified and shared. The percentage of students at the met/exceeded level frequently shows no growth and, in some cases, a decline in the middle grades. Math continues to be an area of focus. Teachers are focusing on math problem solving strategies and writing in the math curriculum. Teachers are using student data to provide targeted intervention and using Jo Boaler strategies for students so that gaps in learning are decreased.

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
K	1422.1	1398.3	1411.7	1425.5	1402.7	1422.4	1413.9	1387.8	1386.4	83	80	52
1	1458.0	1449.3	1443.2	1463.2	1455.2	1459.6	1452.4	1442.9	1426.0	80	81	26
2	1489.3	1491.8	1456.7	1479.3	1491.8	1457.0	1498.9	1491.5	1455.8	82	73	60
3	1488.2	1466.3	1487.1	1475.3	1455.7	1485.6	1500.7	1476.5	1488.2	69	44	81
4	1493.8	1519.3	1490.4	1477.9	1511.0	1485.5	1509.2	1527.0	1494.7	47	52	56
5	1518.8	1520.0	1503.2	1501.8	1503.7	1489.3	1535.4	1535.8	1516.6	38	36	43
6	1519.7	1533.9	1505.2	1500.9	1521.4	1493.7	1538.0	1545.7	1516.2	34	19	36
7	1520.6	1541.0	1528.1	1505.9	1528.4	1520.8	1534.6	1553.0	1534.9	27	27	27
8	1513.7	1540.9	1520.7	1494.9	1528.0	1507.8	1532.0	1553.3	1533.4	22	20	13
All Grades										482	432	394

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	24.10	5.00	9.62	24.10	22.50	26.92	33.73	48.75	46.15	18.07	23.75	17.31	83	80	52
1	40.00	3.70	3.85	28.75	35.80	34.62	22.50	46.91	46.15	*	13.58	15.38	80	81	26
2	43.90	16.44	3.33	37.80	53.42	35.00	14.63	24.66	46.67	*	5.48	15.00	82	73	60
3	*	0.00	12.35	40.58	31.82	40.74	43.48	50.00	32.10	*	18.18	14.81	69	44	81
4	*	23.08	7.14	53.19	48.08	37.50	36.17	25.00	30.36	*	3.85	25.00	47	52	56
5	*	13.89	11.63	65.79	47.22	27.91	*	30.56	41.86		8.33	18.60	38	36	43
6	*	15.79	2.78	52.94	52.63	38.89	*	31.58	44.44	*	0.00	13.89	34	19	36
7	*	11.11	7.41	48.15	59.26	37.04	*	25.93	44.44	*	3.70	11.11	27	27	27
8	*	5.00	0.00	*	55.00	30.77	*	40.00	61.54	*	0.00	7.69	22	20	13
All Grades	23.86	9.95	7.61	39.83	41.44	35.03	27.18	37.50	40.86	9.13	11.11	16.50	482	432	394

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	30.12	6.25	13.46	25.30	22.50	30.77	21.69	40.00	34.62	22.89	31.25	21.15	83	80	52
1	56.25	13.58	34.62	25.00	39.51	23.08	15.00	30.86	26.92	*	16.05	15.38	80	81	26
2	62.20	34.25	13.33	28.05	47.95	30.00	*	13.70	50.00	*	4.11	6.67	82	73	60
3	*	6.82	28.40	46.38	54.55	44.44	26.09	15.91	12.35	*	22.73	14.81	69	44	81
4	*	40.38	25.00	46.81	42.31	37.50	25.53	15.38	14.29	*	1.92	23.21	47	52	56
5	36.84	30.56	13.95	50.00	44.44	58.14	*	13.89	6.98		11.11	20.93	38	36	43
6	*	31.58	16.67	52.94	47.37	44.44	*	21.05	22.22	*	0.00	16.67	34	19	36
7	*	25.93	22.22	40.74	48.15	44.44	*	25.93	18.52	*	0.00	14.81	27	27	27
8	*	20.00	0.00	59.09	45.00	61.54	*	30.00	30.77	*	5.00	7.69	22	20	13
All Grades	35.68	21.53	20.05	37.14	41.20	40.10	18.67	24.07	23.60	8.51	13.19	16.24	482	432	394

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	18.07	3.75	5.77	21.69	20.00	13.46	51.81	66.25	61.54	*	10.00	19.23	83	80	52
1	27.50	3.70	0.00	35.00	24.69	19.23	16.25	41.98	34.62	21.25	29.63	46.15	80	81	26
2	40.24	12.33	1.67	34.15	50.68	30.00	15.85	23.29	45.00	*	13.70	23.33	82	73	60
3	*	0.00	4.94	27.54	18.18	25.93	42.03	56.82	48.15	27.54	25.00	20.99	69	44	81
4	*	9.62	3.57	42.55	38.46	19.64	36.17	44.23	39.29	*	7.69	37.50	47	52	56
5	*	11.11	6.98	34.21	22.22	18.60	39.47	58.33	44.19		8.33	30.23	38	36	43
6	*	5.26	0.00	50.00	47.37	19.44	*	42.11	44.44	*	5.26	36.11	34	19	36
7	*	11.11	7.41	*	33.33	22.22	*	48.15	51.85	*	7.41	18.52	27	27	27
8	*	0.00	7.69	*	35.00	7.69	*	55.00	53.85	*	10.00	30.77	22	20	13
All Grades	20.12	6.48	4.06	31.95	31.02	21.32	30.71	47.45	46.95	17.22	15.05	27.66	482	432	394

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	37.35	1.25	9.62	49.40	76.25	76.92	13.25	22.50	13.46	83	80	52
1	63.75	41.98	38.46	27.50	49.38	57.69	*	8.64	3.85	80	81	26
2	74.39	43.84	8.33	24.39	52.05	78.33	*	4.11	13.33	82	73	60
3	21.74	4.55	27.16	60.87	72.73	56.79	17.39	22.73	16.05	69	44	81
4	*	32.69	25.00	80.85	65.38	55.36	*	1.92	19.64	47	52	56
5	52.63	8.33	13.95	47.37	83.33	74.42		8.33	11.63	38	36	43
6	*	15.79	11.11	76.47	63.16	63.89	*	21.05	25.00	34	19	36
7	*	14.81	11.11	59.26	66.67	70.37	*	18.52	18.52	27	27	27
8	*	15.00	0.00	68.18	55.00	76.92	*	30.00	23.08	22	20	13
All Grades	41.49	22.92	17.51	49.38	63.89	66.75	9.13	13.19	15.74	482	432	394

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	22.89	11.25	15.38	49.40	51.25	48.08	27.71	37.50	36.54	83	80	52
1	46.25	7.41	11.54	45.00	72.84	57.69	*	19.75	30.77	80	81	26
2	48.78	26.03	15.00	43.90	68.49	75.00	*	5.48	10.00	82	73	60
3	26.09	20.45	39.51	55.07	59.09	45.68	18.84	20.45	14.81	69	44	81
4	36.17	38.46	31.48	53.19	53.85	50.00	*	7.69	18.52	47	52	54
5	42.11	47.22	43.90	50.00	38.89	34.15	*	13.89	21.95	38	36	41
6	55.88	57.89	30.56	44.12	42.11	55.56		0.00	13.89	34	19	36
7	44.44	55.56	40.00	55.56	44.44	48.00		0.00	12.00	27	27	25
8	*	35.00	23.08	54.55	60.00	76.92	*	5.00	0.00	22	20	13
All Grades	38.59	26.16	28.61	49.17	57.87	52.84	12.24	15.97	18.56	482	432	388

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	13.25	2.50	5.77	72.29	83.75	76.92	14.46	13.75	17.31	83	80	52
1	50.00	16.05	7.69	27.50	49.38	53.85	22.50	34.57	38.46	80	81	26
2	50.00	8.22	16.67	39.02	76.71	61.67	*	15.07	21.67	82	73	60
3	*	0.00	2.47	47.83	59.09	58.02	47.83	40.91	39.51	69	44	81
4	*	9.62	1.79	63.83	76.92	55.36	31.91	13.46	42.86	47	52	56
5	*	19.44	6.98	68.42	66.67	58.14	*	13.89	34.88	38	36	43
6	*	10.53	0.00	41.18	52.63	38.89	41.18	36.84	61.11	34	19	36
7	*	11.11	18.52	*	55.56	29.63	55.56	33.33	51.85	27	27	27
8	*	15.00	15.38	*	50.00	30.77	54.55	35.00	53.85	22	20	13
All Grades	24.90	9.49	7.11	47.93	66.67	55.84	27.18	23.84	37.06	482	432	394

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	40.96	30.00	13.46	48.19	57.50	67.31	*	12.50	19.23	83	80	52
1	17.50	3.70	3.85	65.00	76.54	57.69	17.50	19.75	38.46	80	81	26
2	31.71	10.96	5.00	63.41	71.23	48.33	*	17.81	46.67	82	73	60
3	18.84	6.82	12.35	69.57	81.82	69.14	*	11.36	18.52	69	44	81
4	27.66	25.00	7.14	65.96	69.23	73.21	*	5.77	19.64	47	52	56
5	47.37	16.67	9.30	52.63	77.78	69.77		5.56	20.93	38	36	43
6	*	42.11	8.33	79.41	57.89	72.22	*	0.00	19.44	34	19	36
7	*	14.81	0.00	88.89	81.48	92.59		3.70	7.41	27	27	27
8	*	0.00	0.00	77.27	100.00	92.31	*	0.00	7.69	22	20	13
All Grades	26.97	15.97	8.12	64.52	72.45	68.27	8.51	11.57	23.60	482	432	394

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:

Due to the fact that ELPAC testing was cancelled for 2019-20 school year due to Covid-19, there is no new data is available at this time. However, the data for the 2018-19 school year indicates that the Writing Domain is the lowest scoring with 6.48% of all ELs scoring at Level 4. Additionally, grades 3 and 8 both had 0.0% of the students scoring at Level 4. Because of this, our school will focus on writing across the all grades and curricular areas.
First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets.

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 first instruction and data-driven instruction
To provide opportunities for teachers to collaborate to improve teaching and learning
To provide equipment, materials and technology resources that support high quality instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten- 2nd grade: STAR 360 Early Literacy Assessment 2020-2021 2nd grade - 8th grade: STAR 360 Reading Assessment	Year of Assessment 2021-2022 Kindergarten: 96% of students in Kindergarten scored At/Above Benchmark according to the End of Year STAR 360 Early Literacy English Assessment Grade 1: 31 % of students in 1st grade scored At/Above Benchmark according to the End of Year STAR 360 Early Literacy English Assessment Grade 2: 25% of students in 2nd grade scored At/Above Benchmark according to the	Year of Assessment 2022-2023 All grade Levels will achieve an average SGP of 50 or more in STAR 360 English Early Literacy and/or Reading. Additionally, all students in: Kindergarten: 75% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment Grade 1: 70% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment Grade 2: 60% of students in 1st grade will score At/Above Benchmark by the End of the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	End of Year STAR English Early Literacy Skills Assessment _____ _____ _____ _____ Grade 2: 30% of students in 2nd grade scored At/Above Benchmark according to the End of Year STAR English Reading Assessment. Grade 3: 13% of students in 3rd grade scored At/Above Benchmark according to the End of Year STAR Reading Assessment Grade 4: 18% of students in 4th grade scored At/Above Benchmark according to the End of Year STAR Reading Assessment Grade 5: 21% of students in 5th grade scored At/Above Benchmark according to the End of Year STAR Reading Assessment Grade 6: 25% of students in 6th grade scored At/Above Benchmark according to the End of Year STAR Reading Assessment Grade 7: 25% of students in 7th grade scored At/Above Benchmark according to the End of Year STAR Reading Assessment Grade 8: 20% of students in 8th grade scored At/Above Benchmark according to the End of Year STAR Reading Assessment	Year on STAR 360 Early Literacy Assessment _____ _____ _____ _____ Grade 2: 50% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 3: 50% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 4: 50% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 5: 50% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 6: 50% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 7: 50% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment Grade 8: 50% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DLI Students in grades: Kindergarten - 2nd grade STAR Early Literacy Spanish Assessment 2nd Grade - 6th grade STAR 360 Reading in Spanish Assessment	End of the Assessment 2021-2022 Kindergarten: 83% of students in Kindergarten scored At/Above Benchmark according to the End of Year STAR 360 Early Literacy Spanish Assessment Grade 1: 45% of students in 1st grade scored At/Above Benchmark according to the End of Year STAR 360 Early Literacy Spanish Assessment Grade 2: 71% of students in 2nd grade scored At/Above Benchmark according to the End of Year STAR Spanish Early Literacy Skills Assessment. _____ _____ _____ _____ Grade 2: 47% of students in 2nd grade scored At/Above Benchmark according to the End of Year STAR Spanish Reading Assessment. Grade 3: 51% of students in 3rd grade scored At/Above Benchmark according to the End of Year STAR Spanish Reading Assessment. Grade 4: 54% of students in 4th grade scored At/Above Benchmark according to the End of Year STAR 360 Reading Spanish Assessment Grade 5: 51% of students in 5th grade scored At/Above Benchmark according to the End of Year STAR 360 Reading Spanish Assessment	Year of Assessment 2021-2023 All grade Levels will achieve an average SGP of 50 or more in STAR 360 Spanish Early Literacy and/or Spanish Reading. Additionally, all students in: Kindergarten: 80% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment Grade 1: 70% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment Grade 2: 75% of students in 2nd grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment Grade 2: 75% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment Grade 3: 50% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment Grade 4: 75% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment Grade 5: 70% of students in 5th grade will score At/Above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 69% of students in 6th grade scored At/Above Benchmark according to the End of Year STAR 360 Reading Spanish Assessment	Benchmark by the End of the Year STAR 360 Reading Spanish Assessment Grade 6: 85% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment
1st - 8th grade: STAR 360 Mathematics Assessments	Year of Assessment 2021-2022 Grade 1: 20% of students in 1st grade scored At/Above Benchmark according to the End of Year STAR 360 English Math Assessment Grade 2: 29% of students in 2nd grade scored At/Above Benchmark according to the End of Year STAR English Math Assessment. Grade 3: 22% of students in 3rd grade scored At/Above Benchmark according to the End of Year STAR Math Assessment Grade 4: 18% of students in 4th grade scored At/Above Benchmark according to the End of Year STAR Math Assessment Grade 5: 8% of students in 5th grade scored At/Above Benchmark according to the End of Year STAR Math Assessment Grade 6: 12% of students in 6th grade scored At/Above Benchmark according to the End of Year STAR Math Assessment	Year of Assessment 2022-2023 All grade Levels will achieve an average SGP of 50 or more in STAR 360 Mathematics. Additionally, all students in: Grade 1: 75% of students in 1st grade will score At/Above Benchmark by the End of the Year on the STAR 360 English Math Assessment Grade 2: 50% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 3: 50 % of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 4: 50% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 5: 50% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 6: 55% of students in 6th grade will score At/Above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 7: 9% of students in 7th grade scored At/Above Benchmark according to the End of Year STAR Math Assessment Grade 8: 5% of students in 8th grade scored At/Above Benchmark according to the End of Year STAR Math Assessment	Benchmark by the End of the Year STAR Math Assessment Grade 7: 50% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Grade 8: 50% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment Increase SGP in all students in grades 1st - 8th grade by moving 10% of students from low to typical growth on STAR 360 Mathematics.
3rd-8th grade: English Language Arts CAASPP 3rd-8th grade: Mathematics CAASPP	According to the CAASPP 2021-2022 data, students in: 3rd grade: ELA 21% Met/Exceeded Standard 61% Not Met Standard Math 21% Met/Exceeded Standard 56% Not Met Standard 4th grade ELA 26% Met/Exceeded Standard 53% Not Met Standard Math 14% Met/Exceeded Standard 55% Not Met Standard 5th grade ELA 24% Met/Exceeded Standard 55% Not Met Standard Math 5% Met/Exceeded Standard 73% Not Met Standard	Increase the amount of students in 3rd - 8th grade in MET/Exceed Standard on the 2022-2023 CAASPP Assessment by 10% in each ELA and Math. Additionally, decrease the percentage of students in 3rd-8th grade in the Nearly Met and Not Met standard by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th grade ELA 20% Met/Exceeded Standard 54% Not Met Standard Math 6% Met/Exceeded Standard 67% Not Met Standard 7th grade ELA 27% Met/Exceeded Standard 43% Not Met Standard Math 9% Met/Exceeded Standard 71% Not Met Standard 8th grade ELA 26% Met/Exceeded Standard 45% Not Met Standard Math 5% Met/Exceeded Standard 79% Not Met Standard	
Kindergarten -8th grade: English Learners ELPAC Assessments Reclassification Percentage of English Learners in 3rd - 8th grade	According the the 2022 ELPAC data: 21.2% (N=111) of all English Learners scored at Level 1 (Beginning) 33.2% (N=174) of all English Learners scored at Level 2 (Somewhat Developed) 30.5% (N=160) of all English Learners scored at Level 3 (Moderately Developed) 15.1% (N=79) of all English Learners scored at Level 4 (Well Developed) The total percent of English Learners reclassified during the 2021-2022 school year was 6% (N=31).	All English Learner students in all grade levels will increase one level on the ELPAC 2022-2023. Increase the total percent of students who Reclassify in 2022-2023 to 25%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional programs and instrument repairs. Repair and/or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	LCFF 4000-4999: Books And Supplies Warehouse Materials
3500	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreement for office equipment
1000	LCFF 5700-5799: Transfers Of Direct Costs Publication and Graphic Services
	LCFF 4000-4999: Books And Supplies other materials and supplies

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

Full Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Curriculum materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

8th Grade Students

Strategy/Activity

Counselor will hold presentations for 8th grade students addressing the following topics: How to succeed in school, calculating your GPA, promotion requirements, and my five year plan to College Readiness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries counselor salary

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

Grade-level teachers will continue to develop a guaranteed and viable curriculum through identifying priority standards, learning targets and “I” can statements. As this work is completed, the shift will progress to professional learning opportunities focused toward developing common formative assessments, intervention schedules, and intervention lesson design to address remediation or reteaching student learning needs. Furthermore, 3 week learning cycles will be introduced/coached to support teachers in moving from assessment to intervention with a focus on

building their capacity to effectively engage student learning needs throughout the cycle. This work will be designed to support site leaders and teacher leaders in engaging in targeted observation/feedback cycles and curriculum/assessment calendar design within short cycles of improvement as the method for designing the path for teachers to maximize student learning. Finally, school leadership will partner to design an implementation plan that maximizes staff collective expertise as a means for deepening student learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47000	LCFF 5800: Professional/Consulting Services And Operating Expenditures RAMSE Consulting services to provide professional development on Professional Learning Communities to whole staff and coaching to Leadership Team and administration.

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

Conduct Student Monitoring Conferences facilitated by Administration two times per year to analyze the STAR 360 Reading, Mathematics, and Early Literacy and/or other curriculum embedded assessment data and identify patterns of academic growth, address students learning needs, identify students who are at risk of not meeting grade level goals, identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	LCFF 1000-1999: Certificated Personnel Salaries Cost of substitutes 4 days two times for the year ($200 per day)

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.

Middle School: English Learners, Migrant, Foster and Homeless

Strategy/Activity

Teachers will provide small group instruction and offer extra support for students' work completion in efforts to decrease the number of Ds and Fs. Additionally, administration will hold student assemblies and parent meetings to review academic expectations and share promotion requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries Teacher Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of school wide systematic writing instruction (K-8) based on Common Core Writing Standards. Writing assessments in all genres will be administered to students 3 times a year. Writing will be analyzed and monitored by teachers during collaboration each trimester to identify patterns of academic growth and to guide first instruction. This will be done by grade level and in vertical collaboration teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to support the Core Academics of students, the administration will conduct learning walkthroughs with instructional Look For's and provide timely feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries 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

In order to provide students with enrichment opportunities, Art Trek, Inc. will provide art lessons to student while their teachers participate in the 3 week cycle of Teacher Collaboration (See Goal 1 Strategy #4).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13749	LCFF 5000-5999: Services And Other Operating Expenditures Art Trek, Inc. student lessons to release teachers for 3 Week Cycle Collaboration (10 sessions MS)
14375	LCFF 5000-5999: Services And Other Operating Expenditures Art Trek, Inc. student lessons to release teachers for 3 Week Cycle Collaboration (10 sessions K5)

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

To mitigate learning loss and monitor student progress, the school will continue implementing the MTSS/RTI Model of supports for students. through the CoST and SST process in order to provide Tier I, II, and III-level interventions in small group to students below grade level in ELA and Math during Core Instruction, ELD, and before/after school tutoring.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Substitute Teachers
35680	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Cost of site funded ISP upper elementary and Middle School instruction
	District Funded 1000-1999: Certificated Personnel Salaries 1 Literacy Intervention teacher District funded to provide reading intervention with use of LLI Program
84885	Title I 2000-2999: Classified Personnel Salaries 4 Paraeducators to support Grades 1st and 2nd grade to support small group instruction
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours for tutoring

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

All students will be reading by third grade. The Accelerated Reader program will be implemented and monitored by teachers. Students in grades 3rd to 8th will be encouraged to read independently to meet their trimester point goals with 85% accuracy. Students in Kinder to 2nd grade will be

encouraged to read independently 8 books per trimester with 80% accuracy. Provide incentives for those that reach their 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 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian
	District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader Program
3000	LCFF 4000-4999: Books And Supplies Materials and supplies: Incentives
4080	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian OT ($3000 + benefits)

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide English Learners access to books in efforts to support their English Language Development Literacy skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title III 4000-4999: Books And Supplies Purchase AR Library Books to support ELs (ELD)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide Designated and Integrated ELD instruction to increase English Language proficiency. Teachers will ensure full implementation of district adopted ELD curriculum and provide supports with use of scaffolds and strategies to make the content comprehensible to the English Learners. Ensure that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners, Long Term English Learners (LTELS) and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the Director of EL Services. To mitigate the learning loss during this pandemic, the school will provide an intervention support teacher to offer small group instruction and offer after school tutoring for ELs students who are not meeting or are falling behind in their academic goals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF 1000-1999: Certificated Personnel Salaries Cost for substitute day
3670	Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours

32202	Title III 1000-1999: Certificated Personnel Salaries Salary of Intervention teacher to support small group instruction to ELs

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in DLI program in K-8th grade

Strategy/Activity

Implementation of Dual Language Immersion Program in Kindergarten through Eighth Grade. Teachers in K-4 will implement the Biliteracy Unit Framework roll out from the DLI units created for student achievement. Teachers will collaborate in order to plan first instruction and analyze data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours

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

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy and math skills; and enhance students' involvement in the school's Communication Arts, Literacy, and Technology Strand Focus. Teachers will monitor the goal for students to work on Lexia for their recommended time by the Lexia Program and on ST Math for 30-90 minutes per week (depending on grade level) .

All Students will be given the opportunity to learn through technology apps, software, and subscriptions enhancing reading and writing skills through learning experiences focused on supporting intervention and enriching activities for one to one devices. (Myon, Lexia and ST Math and AR)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn program, Lexia, and ST Math,

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with Special Needs

Strategy/Activity

Provide students with special needs differentiated support and accommodations specified in their IEPs in their General Education class. Monitor students' progress on goals and objectives and make recommendations for necessary supports and services through their Annual, Initial, and Triennial IEP meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Cost of Subs to release teachers for IEPs or purchase of prep periods for GenEd and SpEd

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.

Student with special needs

Strategy/Activity

Conduct Section 504 meetings to determine student eligibility for supports and/or accommodations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF 1000-1999: Certificated Personnel Salaries Cost of Subs or purchase of prep periods

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Dual Language Immersion (DLI) meetings regularly to support teachers in the biliteracy program. collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed. New teachers to DLI will be offered opportunities to observe more experienced teachers and opportunities to collaborate to improve student achievement in the DLI program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
1000	LCFF 1000-1999: Certificated Personnel Salaries Substitute Teachers, or extra hours

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct New Teacher meetings monthly to support new teachers with planning instruction, classroom management, and other issues that may affect student learning and teacher retention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation a districtwide Learning Management System (LMS), CANVAS as a platform students to attend class via distance learning, complete and upload assignments, grades, attendance. Teachers will receive Professional Development via canvas modules.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Canvas LMS

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documentation and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5000-5999: Services And Other Operating Expenditures Contract for Shredding Services

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

MS Students

Strategy/Activity

In order to improve the low 8th grade Math scores on the CAASPP, the Master Schedule was revised to allow 8th grade Math teacher to teach 5 sessions of Math instead of 4 sessions plus one elective. This will allow for smaller class sizes and differentiation within the 8th grade Math classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries

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.

5th Grade Class

Strategy/Activity

A class of 5th grade students will participate in a pilot program with the Youth Cinema Project. Project based learning will be supported by the Youth Cinema Project (YCP) this project will provide an enrichment opportunity to one class of students by writing, producing and filming a movie.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Youth Cinema Project Contract with District

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (such as virtual experiences, assemblies and/or guest speakers). This will expand students' interest for career and college readiness and enhance their overall learning experience.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trip services ($10 per student x 850)

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

The school will provide opportunities for teachers to attend professional development in ELA, DLI, Math, and ELD in integrated and designated ELD to improve instructional practices, improve student progress and engagement. (District adopted technology platforms and programs Lexia, St Math, canvas, PLC, etc...)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries teacher extra hours to attend PD

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School students

Strategy/Activity

Academic incentives will be provided to motivate and engage students in Middle School to maintain targeted GPA. Students who reach the targeted GPAs will participate in the Renaissance Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 28

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students in AVID, which include English Learners, Migrant, Homeless, Foster, African-American and GATE

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 7-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trip transportation and/or services, entrance fees, and operations (see Goal 1 #29)

Strategy/Activity 29

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team will meet monthly to create and monitor the Single Plan for Students Achievement; discuss, plan and develop support for teachers and students with implementation of the focus strand, and district adopted curriculum and technology platforms; analyze data and make recommendations to the school program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra hours for Leadership Team Members

Strategy/Activity 30

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in 1st-8th grade

Strategy/Activity

The After School Program will be offered to students in grades 1st-8th and will provide enrichment for students through opportunities for collaborative learning and hands-on academic and physical activities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No addiitonal cost

Strategy/Activity 31

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in 1st-8th grade

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No addiitonal cost

Strategy/Activity 32

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents through Zoom with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No additonal cost

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.

We were not able to measure the overall effectiveness of the strategies/activities implemented to reach our goal due to COVID-19. Instruction continued primarily through distance learning methods through March of 2021, when some students returned to a hybrid learning model. Data validity continues to be unstable due to the following: inconsistencies in instructional time provided to students; data collected was inconsistent and unreliable due to a large number of students that did

not take the assessments; and the state assessments were cancelled. STAR assessment data is being used for future planning with the understanding that it will only provide a partially accurate picture.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds have been assigned to bolster support for intiatives taken in the previous year: improving the effectiveness of professional learning communities, utilizing the cycle of inquiry, monitoring student progress through MTSS, and extending opportunities for students to learn and meet goals. Additionally, support is being provided to support the DLI program and support for our ELD students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Cesar E. Chavez School will ensure that the metrics, goals and expected outcomes are monitored at least 3 times during the year. The CAASP test is being re-instated this year, so this will serve as new baseline data for future progress monitoring. Appropriate goals will be set in next year's SPSA. Maintaining a focus on data analysis during our PLCs will help grade levels monitor student progress at all levels, inform instruction, and identify students for intervention or enrichment opportunities when needed. Funding will be allocated to support the training and implementation of PLCs which will set cohesive instructional goals for the school and develop pathways to attain them.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absenteeism	Based on the 2021-2022 end of year attendance report, Chavez had an overall 97.97% Average Daily Attendance Rate. Based on the 2021-2022 end of year absenteeism report 28% of students were identified as Chronic Absentees.	New Baseline will be set in 2022-2023 because due to the Pandemic the attendance was impacted. Increase Chavez attendance rate to 98%. Decrease the amount of student chronic absenteeism by 10%.
Suspension Rates	Based on the EOY District Suspension Data from 2021-2022, the number of suspension incidents were 107.	Decrease the amount of school suspensions by 50%
Panorama Survey	Based on the 2021-2022 school year Panorama Survey, the categories that had the highest percent decline from Fall to Spring Survey scores were in:	Increase the percent of students in each category by 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grades 6-8 52% Teacher-Student Relationships (-11) 43% Sense of Belonging (-8) 34% Engagement (-8) Grades 3-5 52% Teacher-Student Relationships (-4) 66% Sense of Belonging (-9) 65% Engagement (-8)	

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 implementation of the positive behavior support model and school-wide. PBIS committee will identify areas of need and opportunities to improve the PBIS model. The specific focus this year will be establishing an incentive program based on SOAR, establishing structured playground activities, and implementing clear and common expectations on locations around school for all grade levels. Posters and/or banners will be printed and displayed in all classrooms and common areas as supports for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries PBIS team extra hours Print PBIS posters (See Goal 1)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will implement restorative approaches for Positive Behavior Interventions and Supports including restorative circles and community circles as needed. MS SEL focus during Advisory.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additonal 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

Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students who experience hardships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries for Outreach Specialist
	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries for ORC: Extra time (See Goal 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional concerns, individually and/or in small groups or class setting. (Tier I, II, III)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Classified Salaries for Counselor

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored at the end of each trimester by administration and PBIS Team to identify trends and patterns of behavior and types of incidents. This data will serve to reevaluate the structures and procedures and identify additional needs in supporting student positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor and ORC and admin

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

Staff will follow the MTSS/RTI pyramid for behavior and social-emotional supports. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students to identify supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Staffing and extra hours (See Goal 1 Activity # 10)

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.

Students Grades 5th through 8th grade

Strategy/Activity

In order to improve the overall school culture and climate staff and students in grades 5th through 8th grade will participate in a Mindful Academy Series through a kick off assembly and follow up workshops. The focus of these sessions will be on mindset development, students' social emotional learning, motivation, and engagement;

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Coach "Al"

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

Create structure in the playground by clearly identifying areas for specific activities during recess and lunch in efforts to support students in making positive choices and create a more safe play environment for students.. Areas will color coded to correspond to the activities and equipment that can be use in certain areas, i.e.basketball courts will be the orange area and only basketballs should be used in that area.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Playground equipment, signage and cones

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 order to improve school connectedness, support students making positive choices, and build school community; all students will participate in a weekly Flag Salute as school community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Admin

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 Safety Committee will revise and monitor the Comprehensive School Safety Plan, provide Disaster Preparedness training to staff. All staff and students will participate in emergency preparedness drills: fire drills (monthly);earthquake drills (bi-monthly); lockdown drills (2x's yearly); and Schoolwide Evacuation (once a year).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Safety Committee extra hours (maybe classified extra hours as well if part of the committee)
1000	LCFF 4000-4999: Books And Supplies Materials to support implementation of safety plan

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

Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods. There is a need to have multiple areas supervised at all times which requires the site to fund additional hours to keep students safe. The school will provide professional development by continuing to train campus supervisors in effective ways to support students with positive behavior and discipline. Training will include CHAMPS, PBIS, and NCPI when Covid-19 guidelines allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Salaries: 7 Campus Assistants
16275	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: For additional campus supervisor (4 hours) for 180 days
1156	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Subs or Extra Time

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

In order to support the Core Academics of students, the Administration, ORC, and Counselor will hold regular social skills and "Guidelines for Success" assemblies once per trimester. For the first 3 weeks of school all teachers will focus on establishing classroom expectations, setting routines and procedures, and build student relationships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries staff salaries

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

Kinder through eighth grade students will participate in the Panorama Social Emotional Learning Survey to identify individual student needs, to identify school trends, and provide Tier II interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor

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

To increase meaningful participation and build school culture, the all staff will implement spirit weeks throughout the year following the district identified Monthly themes and conduct schoolwide flag salute with positive message and recognition of students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance will be monitored by Attendance Technician, Outreach Consultant and Administration. School will hold meetings on a biweekly basis and provide specific interventions and support to students and families when concerned with absences and/or 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)
	District Funded 2000-2999: Classified Personnel Salaries Classified and Admin salaries

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will provide social/emotional support and community services for students by the Healthy Start Social Worker in collaboration with school counselor and ORC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Parents and guardians of English Learners in need of supports and strategies for student behavior expectations may be referred by the ORC to Parenting Workshops, such as Project2Inspire and/or Triple P 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)
600	Title III 2000-2999: Classified Personnel Salaries campus supervisor extra hours for baby sitting
400	Title III 4000-4999: Books And Supplies Refreshments, snacks and food for parents and students

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.

Suspension rate information is not application for the 2020-2021 school year as the vast majority of the year was done in distance learning. The suspension rate data for 2021-2022 will serve as a baseline. Appropriate goals will be set in future SPSAs. All actions for this school year will be

scheduled and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester via collaboration with focus on data analysis. The PBIS team, counselor, ORC, administrators, and staff will continue to work on improving positive school climate and the social emotional support of our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences occurred due to the continuing of COVID distance learning through March of 2021.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will develop school climate by focusing on social-emotional learning lessons integrated through the day, the training and and use of additional campus supervisors, and working with all stakeholders to investigate and provide additional supports for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Parent Participation in ELAC Meetings	An average of 6 parents attended ELAC Meeting last year.	Increase parent attendance to ELAC Meetings by 100% this year as measured by the parent sign in sheets at the different education.
Parent Needs Assessment Survey	A baseline will be establish this year	To have 25% of the parents respond to the survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 meetings will be held to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries

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 parent compact will be developed and revised at parent meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries

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 Parent Involvement Policy will be developed and revised in collaboration with School Site Council.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Education will be provided by the school, which will include transition to HS, to Middle School, out of Kindergarten, Early Literacy, A-G requirements, Computer Classes etc. in order to increase parent and family involvement in schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor
	District Funded 2000-2999: Classified Personnel Salaries ORC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

EL Students and all students

Strategy/Activity

Parent/Teacher conferences will be held in the Fall and the Spring to inform families of student ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

600	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Extra Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Coffee with the Principal meetings will be held to offer training opportunities for parents to learn how they can assist their child at home in ELA, Math, and learn about school goals. These meeting will have Mixteco and Spanish interpreters.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Mixteco Translation (See goal 3 activity #5)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

IEP meetings will be held to plan individual student support,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Substitute Teachers (Goal # 1)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate School Site Council (SSC) meetings and jointly develop agendas with parent input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries for teachers and admin members

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

Notify parents of upcoming events through school marquee, Connect Ed Calls, student iPads, OSD app, display cases, and updated school website with information for parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Translation (See goal 3 activity #5)

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

Hold a Parent Informational Night to inform parents of Biliteracy Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teachers 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

Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Parent meetings

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Invite parents of EL students whom been reclassified to a Reclassification Celebration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title III 4000-4999: Books And Supplies Refreshments, cake and medals

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

The school will provide opportunities for parents to attend site based and other parent trainings to help student success, such as District Office training, teacher parent education nights, and CABE parent professional development for both teachers and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1093	Title III 2000-2999: Classified Personnel Salaries ex. Ventura County CABE Chapter

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.

Homeless and Foster Youth

Strategy/Activity

The School will provide support to homeless and foster youth families through the school counselor, outreach specialist and Social Worker. Their needs will be communicated through ORC to the site staff and will include home visits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries ORC

	District Funded 1000-1999: Certificated Personnel Salaries Counselor

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. Students of parents who attend the meeting will be provided with an incentive to encourage more participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Classified Salaries: Translation (See goal 3 activity #5)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

Administration and school Counselor will hold a meetings for Middle school parents of students who get D and/or F on their Progress Reports to talk about expectations, give information to parents of how they can support their student at home. Additionally, topics that will be addressed are: the importance of attendance, A-G Requirements, Promotion Requirements and Calculating the GPA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries

	Personnel Services

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.

8th Grade

Strategy/Activity

Invite parents to participate in their child's promotion to High school celebration ceremony.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Expenses related to 8th grade promotion
	PTA/PTO decoration for Ceremony

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

Conduct a Parent Needs Survey to help identify parent needs and supports for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Invite parents of ELs to participate in a series of workshop, as part of the Mindfulness Academy Series for Students and Teachers, intended to motivate and support their child in their academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title III 5000-5999: Services And Other Operating Expenditures Coach "Al" provides trainings

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.

While Cesar E. Chavez School has been able to successfully communicate with parents through EdConnect calls, Blackboard text messages, Twitter, Facebook, school marquee, website, and PeachJar. We need to continue our efforts of l communicating with our families in order to help them support their children and the school in accomplishing our goal of student success. We are hoping to receive feedback from the data in the parent survey, to further increase parent communication, and increase active parent involvement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for parent nights celebrating our academy focus, CALCAT, and parenting classes. Due to school closures from COVID-19, many of the funds were not used. This year, we plan on hosting celebratory nights focusing on presenting student work by grade level. In addition, our counselor and ORC are working with VCBH and the FRC to provide parenting classes in an effort provide strategies for their children at home that parallel strategies used at school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will increase the number of parent meetings held in person. If COVID restrictions do not allow, we will continue to offer that same information via webinar. Additionally, we will continue to hold events via webinar if we feel that the number of parents can attend would be improved by using that method. Parent presentations include tips to succeed in Middle School, Promotion requirements and a Successful Transition to High School, and Succeeding in Distance Learning. We plan to be more proactive in an effort to get more participation in parent meetings.

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	$145,025
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	$360,965.00

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	$84,885.00
Title III	$45,765.00

Subtotal of additional federal funds included for this school: $130,650.00

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	$194,635.00
LCFF - Intervention	$35,680.00

Subtotal of state or local funds included for this school: $230,315.00

Total of federal, state, and/or local funds for this school: $360,965.00

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	84,885	0.00
Title III	45,765	0.00
LCFF	194,635	0.00
LCFF - Intervention	35,680	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	194,635.00
LCFF - Intervention	35,680.00
Title I	84,885.00
Title III	45,765.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	22,500.00
2000-2999: Classified Personnel Salaries	LCFF	21,511.00
4000-4999: Books And Supplies	LCFF	26,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	32,624.00
5700-5799: Transfers Of Direct Costs	LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	90,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	35,680.00
2000-2999: Classified Personnel Salaries	Title I	84,885.00
1000-1999: Certificated Personnel Salaries	Title III	35,872.00

2000-2999: Classified Personnel Salaries	Title III	2,293.00
4000-4999: Books And Supplies	Title III	3,600.00
5000-5999: Services And Other Operating Expenditures	Title III	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	296,141.00
Goal 2	58,431.00
Goal 3	6,393.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Bertha Anguiano	Principal
Elsa Cortes	Classroom Teacher
Laura Silva	Classroom Teacher
Rosalinda Rodarte	Classroom Teacher
Teresa Silvas	Other School Staff
Alejandra Flores	Parent or Community Member
Alicia Fabian Lopez	Parent or Community Member
Maria Teresa Salazar	Parent or Community Member
Lizette Reyes	Parent or Community Member
Modesto Gomez de la Cruz	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6-8-22.

Attested:

Principal, Bertha M. Anguiano on 6-8-22

SSC Chairperson, Maria Teresa Salazar on 6-8-22

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Attested:

Principal, Bertha M. Anguiano on 6-8-22
SSC Chairperson, Maria Teresa Salazar on 6-8-22

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

Curren School

Enriching Youth Through Environmental Studies

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Curren School K-8	56725386055263	June 2, 2022	August 24, 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.

The Curren School Vision is to empower all students not just to know, but to become! And our Mission is empower all children to take ownership of their learning, exercise their growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society. Our dedicated staff strive to educate all students, in a culturally proficient climate, in order for our student to achieve academic success, become lifelong learners, and productive members of society while developing literacy and biliteracy and becoming socially competent. Curren School is committed to providing the best educational program possible for our students. We strive to empower all students not just to know, but to become. We want students to become mathematicians, not just know Math. At Curren, we give everything we can to our students, but more importantly we want them to obtain it for themselves as we recognize that empowering them is greatest gift we can give as educators. Owning their own learning is an important quality and emphasis within our mission statement. Empowering students to exercise their

growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society allows us to focus on differentiation and the whole child.

Our focus is on best first instruction, which will is highlighted through: Common Core Standards, 21st century skills, use of technology, differentiated instruction, social, emotional and behavior support, professional learning communities, and community engagement. We will concentrate our efforts on prioritizing instructional content standards by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. At Curren, this would include a clear set of math skills and concepts aimed to solve real-world problems as well as literacy skills centered on reading comprehension and oracy. Curren's plan is to be dynamic and intentional with instruction and build strong professional learning communities (PLCs) to support this endeavor. We believe in providing a rigorous academic curriculum by using data driven instructional practices which require collaboration and practice. We want to continue our efforts in providing the time and support needed for both students and staff to be able to explore and create a deep understanding of the standards and their application to learning. Through these efforts with our students, we will look to build life-long learners prepared to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and character (the 5 Cs) will continue to be focal points across content areas.
While academic excellence is our focus, we also encourage and teach character education as well as leadership. This is never more needed than in the current political and social environment in which we leave. We want to build strong leaders that are empathic, responsible, and can help build both our local and national community. In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. We provide multiple opportunities for our parent community and stake holders to be involve in the decision-making process. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities at our school. The school's Parent Involvement Policy provides clear guidelines/expectations for parents with this post pandemic school year(s). Our Back to School Night, Math and Literacy Nights, along with monthly Coffee with the Principal meetings, and other parent engagement opportunities further support and foster meaningful and productive opportunities for our parents to participate in their child's academic and social-emotional growth. We are continually implementing and refining our PBIS-CHAMPS approach in ensuring all students' academic and socio emotional needs are met to ensure achievement of high academic standards across all content areas, supporting the socio-emotional growth of our students in a safe, positive learning environment. All the staff at Curren strive to strengthen our home-school partnerships to increase parental involvement and meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Based on classroom observations, the needs of EL Learners should continue to be a focus for this school year. Observations from last year highlighted the need for teachers to be provided with professional development on ELD strategies and to be provided with opportunities to review ELD standards and supports and what those practices are as described in Goal 1. Classroom observations showed the need for teachers to have more meaningful opportunities to collaborate and constantly participate in the cycle of inquiry related to the Common Core State Standards and other relevant data points such as STAR 360 data, IABs to refine best first instruction and, given the unique challenges of this past school years, we find new efficiencies in the curriculum that are critical to student learning. Dual Language Immersion teachers need specific time to collaborate as Spanish/English counterparts need to work on the bridging, unit mapping and planning. Professional development and collaboration centered on progress monitoring using various data points and SMART goals such as STAR 360 and the LLI program will help improve the overall reading level of our students. Math continues to be an area of concern and need for growth. Rigor, higher levels of depth of knowledge, and critical thinking is required so the instruction matches the standards. Focus on depth of knowledge question across the content areas.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

It is important to note that due to the COVID-19 Pandemic, State assessments were not administered this past year and we will have result for the current school year 2021-2022 that will guide our instruction focus in the incoming school year. Local and school assessments indicate the need to improve instruction in the areas of ELA and Math, specifically with English Learners. Following data from past state assessment, English Learners are our lowest performers on state tests. The universality of mathematical language and symbols is not transferring to English and the past scores indicate a need to improve in literacy and reading comprehension in order to achieve higher performance levels. Based on past assessment results, classroom lessons should integrate the knowledge and skills ELLs have from another content/subject areas into their literacy instruction(both English and Spanish for DLI students).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as STAR 360 Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Wonders, Maravillas, and Study Sync can be used for diagnostic purposes and provide intervention when needed. These forms of assessment provide meaningful sources of information for teachers. They in turn use this information to identify what the students comprehended and what they need to work on. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet the accommodate differences in students' learning styles and intelligences.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is set for the school year at the beginning of each year. Weekly collaboration time will be dedicated for teacher collaboration. There is specific time set aside for both grade level and staff collaboration. Teachers meet weekly in grade levels to review data and work on a focus question based on the cycle of inquiry to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops as indicated by the calendar. Topics for mini workshops include AVID strategies, SMART Goals, Classroom Management, STAR 360, DLI Unit roll out and scaffolds and supports in classroom instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and classes provide students with multiple services and supports, which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Various types of strategies (activities) and scaffolds (supports) are utilized such as interactive, graphic, and sensory to meet the needs of diverse learners. Sentence frames, word walls, graphic organizers, guided reading, and math mindset are tools utilized to accommodate differences in students' learning styles and intelligences. An LLI teacher is designated to work with small groups in primary grade levels to address their literacy skills. Instructional Aides and other adult support in the classroom help to assist in bringing students up to the standard. When applicable for this school year, after school tutoring will be offered specifically for at-risk and underperforming students and enrichment for at benchmark and above benchmark.

Evidence-based educational practices to raise student achievement

Curren school uses a variety of evidence-based educational practices to raise student achievement. Teachers provide explicit learning objectives that are tied to demonstrations of learning. First instruction and differentiation is a Tier 1 support utilized for all learners. Students are engaged in rigorous, relevant learning. Small groups instruction, clear and effective learning feedback, and assessment results and progress monitoring of goals with Lexia,Core 5 (K-5) Lexia Power UP (6-8), ST Math, AR, STAR 360 and CBMs. Discovery based teaching is implemented using Mystery Science for K-5 and McGraw Hill Inspire Science Curriculum for 6-8 and Inspire that align with the NGSS standards. Tutoring and reteaching are used to help raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are involved in school activities via School Site Council, English Language Advisory Council, Parent Teacher Association, organizing student events, classroom volunteering, parent conferences, coaching sports and advising student clubs - the latter will be offered in accordance with county and district health guidelines regarding COVID-19.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders are involved in the process and implementation of school programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested that we have culturally relevant family nights to promote a strong community at the school. They participate in and attend the local and sate California Association of Bilingual Education (CABE) Conference. Teachers provide tutoring that is specific for socioeconomically disadvantaged students and English Learners for extended breaks from school. This year, stakeholders requested academic "bootcamps" to provide students with another resource after school to prepare for important assessment such as the ELPAC test and CAASPP, especially given the learning disruption and unique challenges presented by the COVID-19 post pandemic.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds are used to support underperforming students in the area of first instruction. Looking at past data, the school identified a need to improve first instruction and focus on implementing Common Core State Standards. Funds were also utilized to address unique challenges of this school year and a need to adjust to a virtual setting. Headphones were provided for each student to utilize in the home as well as school materials and workbooks. Two paraeducator were hired to address the needs of primary grade level students in K-1st grade and one to support ELs in grades 6-8 . Tutoring during extended breaks and after school tutoring along with academic boot camps were created to address the needs of our underperforming and most vulnerable populations.

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

Curren School's teachers, staff and governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). The School Leadership Team met on May 11, 16, 18, and 23 2022 to address and discuss the three SPSA goals and actions. Our grade level teams met as Professional Learning Communities (PLCs) on May 3, 10 and 24, 2022 to analyze baseline data (Spring STAR 360 Early Literacy, Reading, and Math) to develop expected academic goals for the 2022-2023 school year via the STAR 360 assessments and to discuss supports or resources needed to meet these academic outcomes. The School Principal shared the

SPSA with all teachers and support staff on June 7, 2022, to discuss the SPSA goals, share grade-level outcomes/goals, and review the strategies/activities for our site's proposed expenditures.

School Site Council met on June 2, 2022 to review the main components of the SPSA Plan, understand the three SPSA goals, provide input to our site's SPSA, and to be informed on our site's 2022-2023 budget allocations and reviewed Fall STAR 360 data (Fall STAR 360 Early Literacy, Reading, and Math) and to share a completed draft of the SPSA for approval. The English Learner Advisory Committee met on October April 29 and May 27, 2023 to review the SPSA and provided input, with an emphasis on strategies to support English Learners as they strive to enhance their English language proficiency levels to achieve reclassification and activities to enhance parent engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Shortage of substitutes did not allow for dedicated days set aside for teacher collaboration, DLI training and school based professional Development this past year. Intervention service providers scheduled to provide intervention were not hired due to lack of candidates in the eligibility pool and one resigned after a few weeks. After school tutoring happened sparingly across the grades levels due staff availability after school. Students experienced higher levels of trauma during the post pandemic and had some difficulty transitioning to in person instruction and fully engaging during academic instruction.

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	0.1%	0.1%	%	1	1	
African American	0.49%	0.7%	%	5	7	
Asian	0.39%	0.3%	%	4	3	
Filipino	0.2%	0.2%	%	2	2	
Hispanic/Latino	95.58%	96.4%	%	972	931	
Pacific Islander	0%	0%	%	0	0	
White	2.56%	2.0%	%	26	19	
Multiple/No Response	0.69%	0.3%	%	7	3	
			Total Enrollment	1,017	966	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	98	
Grade 1	103	99	
Grade 2	104	100	
Grade3	102	97	
Grade 4	116	101	
Grade 5	110	114	
Grade 6	121	107	
Grade 7	134	119	
Grade 8	129	131	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	1,017	966	0

Conclusions based on this data:

Curren school's enrollment and demographics have remained largely unchanged from last year. The data shows that the majority of our school population (97%) is of Hispanic or Latino origin, so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background

information about our students. Grades are evenly distributed with no large discrepancies in enrollment by cohorts. Full implementation of Dual Language Immersion program in Kindergarten and 3rd grade have not changed the enrollment of the school.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	511	485	498	49.8%	47.7%	51.6%
Fluent English Proficient (FEP)	263	274	229	25.6%	26.9%	23.7%
Reclassified Fluent English Proficient (RFEP)	95	81	28	17.8%	15.9%	5.8%

Conclusions based on this data:

The number of English Learners continues to be above 50% of our student population. Due to the disruption of the 2019-2020 school with the COVID-19 pandemic, students were unable to take the ELPAC test and reclassify last year. In 2021-2022, 44 students met the criteria to reclassify based on previous scores from 2018-2019 school year and district benchmarks. Due to school distance learning, and projected interruptions to the school year it was difficult to project the reclassification rate for the 2021-2022 school year. 75% of our English Learners primary language is Spanish. It is important to have culturally relevant topics and opportunities for students to make connections to their Native Language in class. One area of concern continues to be Long-Term English Learners (LTELs). The number of students that are LTELs in the middle school continues to be an area where we need improvement. Reclassification rates, based on 2020-2021 data show that do not reclassify at the same rate in grades 6-8 as 3-5.

School and Student Performance Data

Star Early Literacy

Curren School K-8											
		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
Grade K	96	21	22%	16	17%	13	14%	46	48%	2	747
Grade 1	91	38	42%	19	21%	5	5%	29	32%	2	784
Grade 2	20	15	75%	5	25%	0	0%	0	0%	1	798

Conclusions based on this data:

Second grade shows a massive drop in Early Literacy scores, most likely as a result of second grade students being assessed with STAR Reading and only those with identified reading needs are assessed with the Start Early Literacy benchmarks as they are monitored during interventions through the school trimesters. This could result in long-term dip in scores and success if not properly addressed and supported. Continuous support will be needed past this first year. It should be noted that 2nd graders also take the STAR reading test and this results do no reflect all students in second grade. Kindergarten scores are slightly higher than the pre-pandemic results due to in person instruction taking place this school year, the scores are on par with those seen throughout the District. First grade scores show a continuous need to support students with early literacy skills as a 42% of students did not make the anticipated growth by the end of the school year. It should be noted that this is the first full year of in-person instruction coming from the post pandemic times for first grade students.

School and Student Performance Data

Star Reading

Curren School K-8											
		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 2	88	38	43%	23	26%	16	18%	11	13%	1	887
Grade 3	96	55	57%	24	25%	13	14%	4	4%	1	924
Grade 4	97	48	49%	19	20%	16	16%	14	14%	1	968
Grade 5	98	62	63%	10	10%	19	19%	7	7%	1	969
Grade 6	107	42	39%	31	29%	31	29%	3	3%	1	1023
Grade 7	99	37	37%	23	23%	31	31%	8	8%	1	1055
Grade 8	93	47	51%	33	35%	12	13%	1	1%	1	1036

Conclusions based on this data:

Data indicates that as students get older and progress through the assessment periods, they fall off on their grade-level targets as rigor and complexity increases. End of the year data shows that 2nd- 8th At/Above Benchmark attainment by grade is evenly and/or closely distributed (between 20% and 30% of students in each of the grade levels) The results are very similar in percentage numbers across all the grade levels at the Urgent Intervention Level. but by the time they reach 8th grade a large number of students (48%) are in the red urgent intervention zone; while 39% are in the meet/exceed the benchmark by the end of the school year. This indicates that about half of the students are not properly prepared for increased rigor and complexity in reading English. First instruction practices must be evaluated, monitor and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets.

School and Student Performance Data

Star Math

Curren School K-8											
		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 1	89	35	39%	36	40%	14	16%	4	4%	2	828
Grade 2	90	30	33%	24	27%	24	27%	12	13%	2	907
Grade 3	90	52	58%	19	21%	15	17%	4	4%	1	933
Grade 4	96	41	43%	28	29%	19	20%	8	8%	2	986
Grade 5	95	59	62%	23	24%	10	11%	3	3%	1	994
Grade 6	101	55	54%	30	30%	13	13%	3	3%	1	1036
Grade 7	106	79	75%	20	19%	6	6%	1	1%	1	1028
Grade 8	90	76	84%	9	10%	3	3%	2	2%	1	1012

Conclusions based on this data:

Data indicates that as students progress from grade level to grade level, they fall off on their grade-level targets. Math scores are lower than reading and reaming evenly spread in the less than proficient and proficient zone. In first grade, 20% of students met their end of the year goals for math and percentages vary in all from grade to grade. However, by the 8th grade, that had reduced to 5%, which is not ideal for continuous growth, but does show some stability in the upper grades. This still indicates that students are not properly prepare for increased rigor and complexity in mathematics. First instruction practices must be evaluated, monitor and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets while meeting grade level expectancies and high level of academic achievement.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	105	102		103	100		103	100		98.1	98	
Grade 4	121	101		121	100		121	100		100	99	
Grade 5	133	116		132	115		132	115		99.2	99.1	
Grade 6	140	133		138	133		138	133		98.6	100	
Grade 7	125	131		122	130		122	130		97.6	99.2	
Grade 8	96	119		96	116		96	116		100	97.5	
All Grades	720	702		712	694		712	694		98.9	98.9	

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	2380.	2397.		11.65	17.00		14.56	19.00		30.10	27.00		43.69	37.00	
Grade 4	2400.	2409.		9.09	11.00		13.22	14.00		22.31	26.00		55.37	49.00	
Grade 5	2439.	2437.		4.55	5.22		21.21	20.87		19.70	20.87		54.55	53.04	
Grade 6	2439.	2457.		0.72	1.50		12.32	14.29		28.26	33.83		58.70	50.38	
Grade 7	2452.	2492.		1.64	5.38		13.11	20.00		22.13	29.23		63.11	45.38	
Grade 8	2502.	2499.		1.04	2.59		19.79	18.10		37.50	33.62		41.67	45.69	
All Grades	N/A	N/A	N/A	4.63	6.63		15.59	17.72		26.12	28.67		53.65	46.97	

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 3	11.65	18.00		41.75	44.00		46.60	38.00	
Grade 4	8.26	8.00		38.84	43.00		52.89	49.00	
Grade 5	8.33	8.70		44.70	44.35		46.97	46.96	
Grade 6	2.17	4.51		29.71	35.34		68.12	60.15	
Grade 7	4.92	6.15		26.23	39.23		68.85	54.62	
Grade 8	5.21	7.76		38.54	40.52		56.25	51.72	
All Grades	6.60	8.50		36.38	40.78		57.02	50.72	

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

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	7.77	13.00		46.60	49.00		45.63	38.00	
Grade 4	7.44	9.00		38.84	49.00		53.72	42.00	
Grade 5	12.12	6.96		36.36	46.96		51.52	46.09	
Grade 6	0.72	3.76		36.23	48.12		63.04	48.12	
Grade 7	5.74	5.38		37.70	54.62		56.56	40.00	
Grade 8	5.21	6.03		61.46	43.97		33.33	50.00	
All Grades	6.46	7.06		41.85	48.70		51.69	44.24	

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	6.80	15.00		62.14	68.00		31.07	17.00	
Grade 4	5.79	10.00		68.60	59.00		25.62	31.00	
Grade 5	6.82	5.22		47.73	46.09		45.45	48.70	
Grade 6	3.62	5.26		54.35	57.89		42.03	36.84	
Grade 7	0.82	5.38		43.44	60.77		55.74	33.85	
Grade 8	4.17	5.17		62.50	62.07		33.33	32.76	
All Grades	4.63	7.35		55.90	58.79		39.47	33.86	

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	17.48	14.00		43.69	45.00		38.83	41.00	
Grade 4	11.57	13.00		39.67	38.00		48.76	49.00	
Grade 5	13.64	6.96		41.67	46.96		44.70	46.09	
Grade 6	10.14	7.52		46.38	48.12		43.48	44.36	
Grade 7	8.20	13.85		36.89	44.62		54.92	41.54	
Grade 8	8.33	9.48		57.29	43.10		34.38	47.41	
All Grades	11.52	10.66		43.82	44.52		44.66	44.81	

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 release of the 2020 CA School Dashboard has not been determined as CAASPP testing was suspended due to the COVID-19 pandemic during spring 2020. The data and analysis remains largely unchanged from the previous years. Curren has made slight progress in the area of Language Arts. From grades 3-8, we made between 2-9% growth in the Met/Exceeds area for the 2018-2019 school year. In grades 6th and 8th, the percentage of students in the M/E category has fluctuated depending on the school year. Nonetheless, based on the data two thirds of our students continue to perform below grade level. The areas of greatest concern are in written language and research/inquiry. Students continue to struggle with analyzing and presenting information. Further examination of the data revealed that processing the text and application were areas of need as well. In order to improve writing and research, students need to be taught reading comprehension skills explicitly.

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 3	105	102		103	100		103	100		98.1	98	
Grade 4	121	101		121	100		121	98		100	99	
Grade 5	133	116		133	115		133	115		100	99.1	
Grade 6	140	133		138	133		138	133		98.6	100	
Grade 7	125	131		122	131		122	130		97.6	100	
Grade 8	96	119		96	116		96	116		100	97.5	
All Grades	720	702		713	695		713	692		99	99	

* 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	2386.	2404.		0.97	14.00		23.30	20.00		29.13	28.00		46.60	38.00	
Grade 4	2413.	2417.		4.13	1.02		14.05	17.35		33.06	33.67		48.76	47.96	
Grade 5	2420.	2420.		0.75	2.61		3.01	5.22		29.32	24.35		66.92	67.83	
Grade 6	2417.	2425.		1.45	0.75		4.35	4.51		23.19	22.56		71.01	72.18	
Grade 7	2432.	2434.		0.82	2.31		6.56	3.85		21.31	26.15		71.31	67.69	
Grade 8	2455.	2446.		0.00	0.00		5.21	4.31		23.96	17.24		70.83	78.45	
All Grades	N/A	N/A	N/A	1.40	3.18		8.98	8.53		26.65	25.00		62.97	63.29	

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

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	9.71	19.00		35.92	37.00		54.37	44.00	
Grade 4	7.44	4.08		20.66	28.57		71.90	67.35	
Grade 5	2.26	4.35		17.29	14.78		80.45	80.87	
Grade 6	2.17	0.75		16.67	16.54		81.16	82.71	
Grade 7	3.28	3.08		20.49	20.00		76.23	76.92	
Grade 8	0.00	0.86		16.67	13.79		83.33	85.34	
All Grades	4.07	4.91		20.90	21.10		75.04	73.99	

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	6.80	18.00		49.51	37.00		43.69	45.00	
Grade 4	5.79	9.18		36.36	35.71		57.85	55.10	
Grade 5	1.50	1.74		39.10	36.52		59.40	61.74	
Grade 6	1.45	3.01		28.26	24.81		70.29	72.18	
Grade 7	0.82	3.08		30.33	31.54		68.85	65.38	
Grade 8	2.08	2.59		41.67	34.48		56.25	62.93	
All Grades	2.95	5.78		36.89	32.95		60.17	61.27	

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	7.77	15.00		53.40	48.00		38.83	37.00	
Grade 4	9.09	7.14		33.06	35.71		57.85	57.14	
Grade 5	1.50	1.74		35.34	31.30		63.16	66.96	
Grade 6	3.62	3.01		33.33	33.08		63.04	63.91	
Grade 7	1.64	3.08		43.44	37.69		54.92	59.23	
Grade 8	1.04	0.86		37.50	37.07		61.46	62.07	
All Grades	4.07	4.77		38.85	36.85		57.08	58.38	

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 release of the 2020 CA School Dashboard has not been determined as CAASPP testing was suspended due to the COVID-19 pandemic during spring 2020. The analysis below is based on previous data from the 2018-2019 school year and remains largely unchanged. Math is the greatest area of concern based on the data. Student performance did not increase in most grade levels and in general has plateaued for the past 3 years. Roughly only 1 in 10 students have met Math grade level standards. Therefore, scores have not increased each year of CAASPP administration. The percentage of students that meet or exceed the standards decrease at each of the grade levels. This indicates the needs to review, analyze and further implement the Common Core State Standards with a focus on the importance of first instruction. This school year, teachers will focus on Priority standards to mitigate the impact of school closures and disruptions from the end of the 2019-2020 and 2020-2021 school years. Teachers will need more time to work on student-centered lessons that focus on applying mathematical concepts, skills and procedures related real-life situations. Students need to be able to support and explain their mathematical thinking and making evidenced based supported conclusions. Data analysis will be based on summative and interim assessments to allow teachers to see student growth, areas of concerns, and to make sure class instruction match the key details and structure of the standards taught.

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
K	1430.4	1419.8	1408.8	1437.5	1427.5	1424.1	1413.8	1401.3	1373.3	73	73	30
1	1427.8	1451.2	1434.9	1435.8	1459.3	1453.0	1419.2	1442.6	1416.5	66	70	61
2	1496.3	1472.0	1469.2	1491.2	1472.0	1473.4	1500.9	1471.5	1464.4	80	63	64
3	1489.7	1480.8	1473.6	1477.2	1468.3	1476.7	1501.7	1492.8	1470.1	59	44	68
4	1502.0	1505.7	1480.4	1485.9	1496.5	1480.1	1517.6	1514.3	1480.3	58	49	57
5	1520.5	1517.4	1505.0	1507.2	1507.4	1501.2	1533.3	1526.9	1508.4	41	35	45
6	1510.3	1528.2	1507.9	1495.0	1521.3	1513.2	1525.2	1534.6	1502.0	31	28	31
7	1529.4	1532.4	1522.4	1523.9	1523.1	1514.8	1534.3	1541.2	1529.6	30	32	34
8	1541.4	1554.0	1542.9	1537.0	1553.4	1540.6	1545.3	1554.2	1544.6	12	25	23
All Grades										450	419	413

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	31.51	5.48	10.00	35.62	45.21	33.33	21.92	39.73	36.67	*	9.59	20.00	73	73	30
1	16.67	10.00	8.20	31.82	40.00	29.51	27.27	38.57	31.15	24.24	11.43	31.15	66	70	61
2	55.00	14.29	14.06	33.75	38.10	32.81	*	34.92	42.19	*	12.70	10.94	80	63	64
3	*	2.27	7.35	42.37	50.00	36.76	35.59	27.27	41.18	*	20.45	14.71	59	44	68
4	*	16.33	12.28	51.72	48.98	21.05	27.59	28.57	45.61	*	6.12	21.05	58	49	57
5	*	5.71	11.36	68.29	54.29	29.55	*	34.29	38.64	*	5.71	20.45	41	35	44
6	*	3.57	10.00	48.39	64.29	16.67	45.16	28.57	56.67	*	3.57	16.67	31	28	30
7	*	6.25	11.76	46.67	53.13	35.29	*	40.63	41.18	*	0.00	11.76	30	32	34
8	*	24.00	18.18	*	36.00	36.36	*	36.00	36.36	*	4.00	9.09	12	25	22
All Grades	24.89	9.55	10.98	42.44	46.30	30.24	23.11	34.84	40.73	9.56	9.31	18.05	450	419	410

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	38.36	10.96	16.67	34.25	47.95	40.00	16.44	31.51	23.33	*	9.59	20.00	73	73	30
1	31.82	21.43	26.23	34.85	42.86	32.79	16.67	25.71	26.23	16.67	10.00	14.75	66	70	61
2	66.25	25.40	23.44	25.00	41.27	32.81	*	25.40	35.94	*	7.94	7.81	80	63	64
3	20.34	22.73	25.00	42.37	27.27	44.12	22.03	31.82	25.00	*	18.18	5.88	59	44	68
4	25.86	36.73	24.56	51.72	38.78	40.35	*	18.37	22.81	*	6.12	12.28	58	49	57
5	46.34	25.71	29.55	51.22	65.71	31.82		2.86	22.73	*	5.71	15.91	41	35	44
6	*	35.71	20.00	54.84	53.57	43.33	*	7.14	30.00		3.57	6.67	31	28	30
7	*	21.88	20.59	50.00	56.25	35.29	*	18.75	38.24		3.13	5.88	30	32	34
8	*	36.00	27.27	*	40.00	40.91	*	20.00	31.82	*	4.00	0.00	12	25	22
All Grades	37.56	24.34	24.15	40.00	44.87	37.56	14.44	22.43	28.05	8.00	8.35	10.24	450	419	410

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	30.14	5.48	3.33	17.81	32.88	13.33	46.58	54.79	56.67	*	6.85	26.67	73	73	30
1	*	7.14	3.28	21.21	32.86	26.23	22.73	28.57	24.59	40.91	31.43	45.90	66	70	61
2	40.00	11.11	9.38	40.00	34.92	28.13	13.75	25.40	32.81	*	28.57	29.69	80	63	64
3	*	0.00	1.47	23.73	40.91	16.18	49.15	38.64	52.94	22.03	20.45	29.41	59	44	68
4	*	6.12	7.02	48.28	34.69	10.53	32.76	48.98	36.84	*	10.20	45.61	58	49	57
5	31.71	2.86	4.55	34.15	14.29	9.09	29.27	71.43	56.82	*	11.43	29.55	41	35	44
6		3.57	0.00	*	25.00	6.67	51.61	67.86	40.00	*	3.57	53.33	31	28	30
7	*	6.25	2.94	*	28.13	26.47	43.33	56.25	41.18	*	9.38	29.41	30	32	34
8	*	4.00	9.09	*	40.00	31.82	*	52.00	31.82	*	4.00	27.27	12	25	22
All Grades	20.22	5.73	4.63	30.22	32.22	18.78	33.78	45.82	40.98	15.78	16.23	35.61	450	419	410

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	52.05	8.22	16.67	41.10	84.93	70.00	*	6.85	13.33	73	73	30
1	46.97	52.86	47.54	40.91	38.57	45.90	*	8.57	6.56	66	70	61
2	72.50	41.27	26.98	26.25	52.38	68.25	*	6.35	4.76	80	63	63
3	18.64	15.91	17.65	72.88	61.36	61.76	*	22.73	20.59	59	44	68
4	29.31	26.53	26.32	60.34	61.22	49.12	*	12.24	24.56	58	49	57
5	60.98	5.71	11.36	36.59	91.43	63.64	*	2.86	25.00	41	35	44
6	*	14.29	13.33	83.87	75.00	53.33	*	10.71	33.33	31	28	30
7	40.00	0.00	2.94	53.33	62.50	67.65	*	37.50	29.41	30	32	34
8	*	12.00	9.09	*	80.00	72.73	*	8.00	18.18	12	25	22
All Grades	44.67	23.39	22.00	48.44	64.92	59.90	6.89	11.69	18.09	450	419	409

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	31.51	24.66	23.33	57.53	60.27	53.33	*	15.07	23.33	73	73	30
1	27.27	4.29	13.11	50.00	81.43	62.30	22.73	14.29	24.59	66	70	61
2	56.25	15.87	25.00	40.00	68.25	62.50	*	15.87	12.50	80	63	64
3	33.90	31.82	41.79	42.37	50.00	47.76	23.73	18.18	10.45	59	44	67
4	36.21	38.78	37.04	53.45	53.06	46.30	*	8.16	16.67	58	49	54
5	43.90	62.86	56.10	53.66	34.29	34.15	*	2.86	9.76	41	35	41
6	48.39	60.71	56.67	51.61	35.71	40.00		3.57	3.33	31	28	30
7	46.67	68.75	50.00	53.33	31.25	46.88		0.00	3.13	30	32	32
8	*	60.00	63.64	*	36.00	36.36	*	4.00	0.00	12	25	22
All Grades	40.44	33.41	37.16	48.89	55.61	49.88	10.67	10.98	12.97	450	419	401

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	21.92	4.11	3.33	69.86	84.93	66.67	*	10.96	30.00	73	73	30
1	22.73	30.00	16.39	46.97	41.43	42.62	30.30	28.57	40.98	66	70	61
2	50.00	6.35	14.29	41.25	63.49	61.90	*	30.16	23.81	80	63	63
3	*	2.27	2.94	55.93	68.18	57.35	38.98	29.55	39.71	59	44	68
4	*	2.04	5.26	74.14	79.59	40.35	20.69	18.37	54.39	58	49	57
5	*	5.71	9.09	70.73	80.00	54.55	*	14.29	36.36	41	35	44
6		0.00	0.00	*	53.57	26.67	80.65	46.43	73.33	31	28	30
7	*	9.38	17.65	*	43.75	32.35	60.00	46.88	50.00	30	32	34
8	*	4.00	18.18	*	64.00	27.27	*	32.00	54.55	12	25	22
All Grades	20.22	8.59	9.54	52.67	65.16	47.92	27.11	26.25	42.54	450	419	409

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	53.42	30.14	10.00	38.36	63.01	63.33	*	6.85	26.67	73	73	30
1	*	4.29	3.28	53.03	70.00	52.46	39.39	25.71	44.26	66	70	61
2	35.00	14.29	9.52	60.00	57.14	52.38	*	28.57	38.10	80	63	63
3	23.73	15.91	10.29	67.80	68.18	58.82	*	15.91	30.88	59	44	68
4	39.66	18.37	7.02	53.45	73.47	63.16	*	8.16	29.82	58	49	57
5	53.66	5.71	2.27	43.90	91.43	79.55	*	2.86	18.18	41	35	44
6	*	32.14	10.00	74.19	67.86	76.67		0.00	13.33	31	28	30
7	*	6.25	5.88	80.00	93.75	88.24	*	0.00	5.88	30	32	34
8	*	4.00	9.09	*	92.00	86.36	*	4.00	4.55	12	25	22
All Grades	32.67	15.27	7.33	56.67	71.84	65.28	10.67	12.89	27.38	450	419	409

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:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) assessment was not administered during the 2019-2020 school year. The results from the 2020-2021 school year have not been received yet. As a result, ELPAC results discussed and analyzed are those from the previous school year. English Language Learners continue to be a significant portion (45%) of our school demographics. The three areas the data shows as areas need to improve are: Written Language, Writing Level, and Reading Level. Beginning level scores in upper grades, especially for students that have been at our school for multiple years,

shows a need to provide explicit instruction in vocabulary. Multiple exposures to key vocabulary are needed in order for this vocabulary to become part of the students' lexicon and allow for the students to transfer it to written language. The data from the previous year also shows that students were able to take the test but shows a need to provide multiple practices and opportunities for students to read narrative and expository text as these are examples of well-developed language skills that are needed to interpret information.

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 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.	Percentage of students that Met or Exceeded the standard for the CAASPP ELA for the 2018-2019 school year. 3rd grade students had 36% 4th grade students had 25% 5th grade students had 26% 6th grade students had 15% 7th grade students had 25% 8th grade students had 21%	Students will growth by moving one or two levels across the different bands in CAASPP. Increase the number of students meeting and exceeding standards in ELA by 3-5%
CAASPP Math	Percentage of students that Met or Exceeded the standard for the CAASPP Math for the 2018-2019 school year. 3rd grade students had 34% 4th grade students had 19% 5th grade students had 8% 6th grade students had 6%	Students will growth by moving one or two levels across the different bands in CAASPP. Increase the number of students meeting and exceeding standards in Math by 3-5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th grade students had 6% 8th grade students had 4%	
STAR 360 ELA and Early Literacy	The percentage of students who scored At or Above on the Spring 2022 Benchmark: Kindergarten - 41% 1st grade - 22% 2nd grade - 45% 3rd grade - 27% 4th grade - 35% 5th grade - 13% 6th grade – 8% 7th grade – 27% 8th grade - 17%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above benchmark will increase by: Kindergarten - 15% 1st grade - 25% 2nd grade - 10% 3rd grade - 35% 4th grade - 30% 5th grade - 30% 6th grade – 16% 7th grade – 10% 8th grade - 20%
STAR 360 SLA	The percentage of students who scored At or Above on the Spring 2022 Benchmark: Kindergarten - 61% 1st grade - 59% 2nd grade - 56% 3rd grade - 46% 4th grade - 29% 5th grade - 23% 6th grade – 45% 7th grade – 59% 8th grade - 55%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 SLA. The percentage of students who will score At or Above benchmark will increase by: Kindergarten - 15% 1st grade - 25% 2nd grade - 10% 3rd grade - 45% 4th grade - 30% 5th grade - 30% 6th grade – 16% 7th grade – 10% 8th grade - 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math	The percentage of students who scored At or Above on the Spring 2022 Benchmark: 1st grade - 47% 2nd grade - 56% 3rd grade - 36% 4th grade - 46% 5th grade - 25% 6th grade – 35% 7th grade – 17% 8th grade - 2%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 Math. The percentage of students who will score At or Above benchmark will increase by: 1st grade - 25% 2nd grade - 10% 3rd grade - 55% 4th grade -30% 5th grade - 30% 6th grade – 13% 7th grade – 7% 8th grade - 15%
ELPAC/Reclassification	44 students met reclassification criteria in 2021-2022 based on scores from 2020-2021 data and district benchmarks.	The reclassification rate will increase by at least 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers and administrator(s) will support delivery of best first instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating; discussing and analyzing data; using best first instruction practices and lesson delivery; and implementing on-line practice of SBAC sample questions. Teachers will administer on-line Interim Assessment Blocks (IABs) at least three times a year for third through eight grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on English Learners and SED students

Strategy/Activity

AVID electives (2) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. Field trips (virtual) or in person if permitted to local colleges and universities will support college readiness and create a college atmosphere on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Cost of binders and AVID Supplies
	District Funded AVID Tutors

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 art enrichment opportunities for students during school and after school, including SEL activities through contract providers to supplement instruction (such as but not limited to: Artist in the Classroom, Art Trek, Hip Hop Mindset and Focus on the Masters to support Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Title I 5000-5999: Services And Other Operating Expenditures

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 print materials and supplemental curricular materials to support and enrich core language arts and math instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements--laminator, duplo, copy machines

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will meet during PLC every other Tuesday to monitor student progress and develop appropriate action plans for instruction for English Learners and review ELD Curriculum to enhance ELD and attend professional development to enhance ELD strategies. Teacher will also collaborate every Wednesday as part of banking of minutes agreement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

2000.96	Title III 1000-1999: Certificated Personnel Salaries Conferences- Teacher professional development

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

Hire one Instructional Support Providers to support/provide interventions to 5th-8th Grade LTELs and ELs/DLI students in small groups and support After school Homework and tutoring for student in ELA, Math, and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23998	Title III 1000-1999: Certificated Personnel Salaries Instructional Support Provider (6-8)- Intervention support in classrooms
6684.04	Title III 3000-3999: Employee Benefits Instructional Support Provider Benefits

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

Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to books, furniture, computer/iPad supplies, copies, any dues or memberships, and shredding services).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

35299	LCFF 4000-4999: Books And Supplies Materials and Supplies
10000	Title I 4000-4999: Books And Supplies Warehouse Charges and Materials and Supplies
4014	Title III Books other than textbooks
3000	LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics for School
25833	LCFF 4000-4999: Books And Supplies Warehouse Charges

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goals pertains to all students with a focus on English Learners and Migrant Students

Strategy/Activity

Provide training and instructional materials to support the 50/50 DLI program implementation and Middle School DLI Classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development and Curriculum DLI Unit Resources and Support by EL TOSA

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

Ongoing student progress monitoring in ELA and Math will include LLI, ST Math, Lexia, STAR 360, AR, and curriculum-based assessments (CBMs)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Lexia - Differentiated literacy instruction
	District Funded AR - Monitor independent reading practice
	District Funded Curriculum
	District Funded STAR 360
	District Funded LLI Program
	District Funded ST Math
	District Funded MyOn - Access to digital library of books

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

Implementation of systematic instruction of CCSS ELA, Math and ELD using district adopted curriculum materials and supplemental supplies that support mastery of standards/skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but includes the following special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

Provide Tutoring opportunities focused on skills measured on IAB's, previous CAASPP data, ELPAC/ELD and Star assessments. Data will be used to monitor EL students' progress towards mastery of ELA, Math and ELD standards and interventions/enrichment opportunities during integrated and designated ELD time. These opportunities will decrease the number of LTEL's and increase the number of Reclassified students and improve academic support and achievement of Foster and Homeless 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)
	ASES After School Program
10000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School Tutoring, clubs
10000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help-After School Tutoring, clubs
5000	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School Tutoring See Activity

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional development opportunities for all teachers in ELA, Math, ELD, DLI to fully implement the curriculum throughout the school year and including the District Summer Professional Development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development opportunities for teachers
	Curriculum - See Strategy/Activity #1

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant Students

Strategy/Activity

Ensure and monitor designated English Language Development is provide daily for English Learner students through classroom walk-troughs, schedules and progress monitoring Admin/teacher ongoing 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)

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

STAR 360 ELA and Math assessments will be administered four times per year to monitor student growth toward benchmark. Teachers and administrators will analyze the data for growth following

each administration during PLCs every other Tuesday to plan instruction, interventions and monitor progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded STAR 360 assessments

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded LMS-Canvas
	District Funded 2000-2999: Classified Personnel Salaries District provided Tech Support
9000	LCFF 4000-4999: Books And Supplies Headphones, charger ports and Keyboards

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 in DLI classrooms-Focus on English Learners, Migrant students, and SED students.

Strategy/Activity

Provide DLI Classrooms with class library books to support reading in Spanish and improve oracy and literacy skills-Including Intervention

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Renaissance AR Program
4000	LCFF 4000-4999: Books And Supplies Books other than Textbooks - Spanish Books - culturally relevant, higher level reading, and more options for students

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 - emphasis on Special Education and English Learners

Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus. (ie. SEGI, IXL, Scholastics News, EPIC, Newsela, Brain Pop)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 5000-5999: Services And Other Operating Expenditures Applications/software and licenses

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers professional development opportunities to support site strand focus, content areas, and Positive Behavior Intervention Supports (PBIS/CHAMPS) AVID, CABE, and Other conferences

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference
	District Funded 1000-1999: Certificated Personnel Salaries Professional Development - After School Opportunities - CCSS
2000	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference
7000	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference

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

Professional Learning Communities (PLC) professional development on SMART Goals, interventions with focus on First Instruction and Tier I Interventions during PLC meetings- via Consulting Services and/or school site based.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teacher Collaboration - See Activity #11

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hire three Instructional Assistants to support students, (two 8 hour) in grades Kinder- 3rd with foundational skills in ELA, Math, and ELD and one school funded to support LTELs in Grades 6-8 during core academics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2 Instructional Assistants for K-3 classes.
24934	LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant in Grades 6-8

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, but emphasis on English Learners and Migrant students

Strategy/Activity

Dual Language Immersion Teachers will collaborate to implement district adopted curriculum for Spanish and English language instruction. Teachers will review, plan and map out units, attend Biliteracy professional development, and be supported though DLI Walkthroughs and "look-fors" in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis for student GATE, Foster, Homeless, SED, and English Learners, Special Education

Strategy/Activity

Provide ongoing incentives for academics and behavior to recognize student achievement and engagement through the PBIS Cougar Student Incentives Program/Student Store. (School Counselor and ORC will support with student incentive program)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Incentives - See Strategy #7
	District Funded ORC and School Counselor

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide after school clubs for students to participate in strand focus and other enrichment activities in both K-5 and Middle School 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)
4000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours - See Activity #11
3000	LCFF

	5000-5999: Services And Other Operating Expenditures Service, Entrance fees - Robotics competition and Field Trip admission fees
	Materials and Supplies for Clubs - See Activity #7

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-emphasis and ELS and Special Education

Strategy/Activity

Progress monitoring via MTSS, SST - Tier I and Tier II interventions, Teacher-Principal conferences and Hold IEP meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitute/Floaters
4610	Title I 3000-3999: Employee Benefits Teacher substitute/Floaters-Including Activity #11
10000	LCFF 1000-1999: Certificated Personnel Salaries Teacher substitute/Floaters
5763	LCFF 1000-1999: Certificated Personnel Salaries Teacher substitute/Floaters-Including Activity #11

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Star Reading, Star Math and Star Early Literacy assessment will be administered four times year. This data will be used to discuss mastery of skills, plan instruction and create intervention groups (Use CBM in 2-5 as needed to monitor interventions and progress).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded No additional cost CBM Part of Renaissance Assessments

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

Site based-Teacher professional mentors in designated curriculum and/or Apps to provided one-on-one and Staff Professional development and Support (ie. Lexia, ST Math, Canvas, MyOn, Renaissances, DLI, provided by school site teachers).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries See Activity #11

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

Teachers will receive professional development for ELD curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies for English Language Development.(including PD on English 3D) provided by district and school site.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded No additional cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on English Learners and SED students

Strategy/Activity

Professional development for AVID teachers and administration and other professional development opportunities to support student learning(AVID Summer Institute).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded AVID Summer Institute - 3 employees (2 Teachers and 1 Admin)
	Travel and Conference - See Strategy #19

Strategy/Activity 29

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct Student Reclassification Conferences with students in (3-8) after each progress monitoring period to ensure students understand the reclassification process and importance of reclassification in Middle school and before high school. Provide recognition to students who have met reclassification criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies - Recognition Night for Reclassification See Activity #8

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide (virtual and in-person) field trips and enrichment opportunities to support language arts, science, social studies and Strand Focus (Environmental Studies).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6059	Title I 5000-5999: Services And Other Operating Expenditures Fieldtrip-Transportation
5000	LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips (Virtual - See Goal 1, Activity 19
5000	Title I 5000-5999: Services And Other Operating Expenditures Entrance fees

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students-Focus on English Learners, Migrant, SED, Foster, Homeless.

Strategy/Activity

Literacy Teacher to provide reading intervention using the LLI program - (K-5 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)
	District Funded 1000-1999: Certificated Personnel Salaries Literacy Teacher

Strategy/Activity 32

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students- Emphasis GATE, English Learners, Special Education, Foster, Homeless.

Strategy/Activity

Participation in Robotics Team competitions for various grades to challenge them to innovate and come up with solutions. Team will compete in various competitions including First Lego League where they program an autonomous robot and look to solve a real-world problem that they have identified.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries Teacher Extra Help and Materials - See Goal 1 Activity #8 and #11

Strategy/Activity 33

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students-Focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Reading, Math, Technology and New Report Cards family nights for students and parents to gain strategies for foundation skills and understand the new report card - can be virtual or in-person depending on health and district COVID-19 guidelines.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries Teacher Extra Help - See Activity #11
	4000-4999: Books And Supplies Materials and Supplies - See Activity #8

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.

More focus and dedication is needed on the CCSS curriculum and best first instruction. The 2021–2022 school year presented a unique set of opportunities and challenges due to the disruption to instruction in spring 2021 and as well as the uncertainty associated with what the return to in person school instruction. The data Distance Learning showed our students' reading range between 1/4th and 1/3rd on grade level, which is an indication that we needed to reassess this school year how we are instructing our students back for in person instruction and what they are being asked to do. The data from this school year during the school year showed a steady increase in student performance in the district benchmarks. A strong focus and emphasis on first instruction is needed in each grade to ensure the standards are being taught in a clear and intentional method. Most critically, the post pandemic times have further illuminated the importance of differentiation and Tier I and Tier II Instruction in all grades. Rich, engaging instruction at grade level is critical to student mastery and engagement. The importance of vertical planning and grade level collaboration in Math would create consistency across the board and build on concepts as students move through in each grade level and the standards. Teachers will need to focus on Priority Standards in ELA and Math to ensure equitable instruction that support all students. Socio Emotional Learning needs to be a priority in ensuring students can continue to focus on the learning. Based on prior CAASPP and STAR 360 data results, Reading, specifically, Reading Comprehension, needs to be an emphasis. Real-life application and open-ended questions and problems and DOK levels will allow for deeper understanding and connection to the standard.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Last year, the greatest difference in the intent of the goal and the actual implementation was uncertainty and social emotional needs of students and learning loss experienced due to the ongoing pandemic and post pandemic. Many of the actions that would have been actualized were

to occur in the Spring and therefore some data and actions were not fully completed. With uncertainty during the post pandemic times, the numbers of students who return for In-Person learning increased but faced adjustments difficulties and building connections/relationships challenges. Many of the intended implementation and the budgeted this current school year whether in person continues to be affected by the post pandemic times and the availability of personnel aligned to some outline actions , the health regulations and guidelines, and working with students who opted for independent studies.

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.

Many of the changes to the goals and strategies for this goal relate to the disruptions caused by COVID-19 pandemic, the learning loss and post pandemic opportunities that occurred for most students. Changes to the outcomes were made in accordance to specific data analysis of each metric indicators. STAR 360 in both ELA and Math will look at student proficiency levels during the fall, spring, winter and the end of the school year. This will allow for constant analysis of growth and show academic progress in the given school year. The overall metric of English Learners remained relatively the same, but the outcome changed based on the lack of data from the 2019-2020 and 2020-2021 school years and opportunities to take the CAASPP, ELPAC and reclassify. Tier 1 and Tier 2 interventions were placed in the strategies to address the need for more intervention for our students to address gaps in reading and math. Intervention provider were available to be hire due to lack of candidates to help with reading and work with long term English learners. Paraeducators were hired to help with primary grades and allow for more differentiation and small groups or on a one to one basis, paraprofessional was hired to support LTELs and ELs in grades 6-8 with language in the 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

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	The CA Dashboard does not have data for the 2020-2021 school year. The number of suspension for 2021-2022 school year was 55	Suspension rates will decrease to 20% or lower.
Attendance Data	The CA Dashboard does not have data for the 2020-2021 school year. For 2021-2022, 97 students had chronic absenteeism.	The number of students with chronic absenteeism will decrease by 5% to 7%.
Panorama SEL Survey	The Panorama SEL Survey from Spring 2022 is used to calculate school climate and student well-being. The following indicators were reported 63% of students in the 3rd-5th grade feel a sense of belonging at school. 39% of students in the 6th-8th grade feel a sense of belonging at school.	The percentage of students will increase in feeling a sense of belonging: 3rd-5th grade - 20% 6th-8th grade - 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site counselor will assist parents and students in crisis and trauma. Support teachers with SEL lessons and student behavior with conflict resolution strategies, social skills groups, restorative circles .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Counselor

Strategy/Activity 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 PBIS Committee will evaluate and refine the MTSS Pyramid, provide recommendations and supports to teachers for students' classroom behavior needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additonal 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

Safety Team will revise and fully implement Comprehensive Safe School Plan. Staff will receive professional development for first aid and safety. Students and staff will participate in:

- Monthly fire drills
- Lockdown drills; Priority 1 & 2
- Earthquake drills
- Annual evacuation drill

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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 to all staff in PBIS/CHAMPS to ensure students receive positive behavior support. All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded NCPI Professional development
	District Funded

	PBIS - Professional Development Workshops
500	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants Extra Hours

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 - emphasis for Homeless, SED and English Learners

Strategy/Activity

Attendance incentives to encourage daily attendance and reduce tardiness. Emphasis placed on attendance and chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Incentives See Goal 1 Strategy #11

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

Employ Campus Assistants to monitor safety on campus , including all buildings, and reduce student tardiness throughout entire school day & hire an additional 5 hour Limited Term campus assistant to provide additional students supervision at lunch and recess times and during passing periods in grades 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

	7 Campus Supervisors
30091	LCFF 2000-2999: Classified Personnel Salaries Campus Assistant Extra support-Limited Term Position 5 hours and Employee Benefits
836	LCFF 2000-2999: Classified Personnel Salaries Playground aides-Contract Positions

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, but emphasis placed on special population groups to ensure we are meeting their needs in relation to school support.

Strategy/Activity

Student discipline data will be monitored with the PBIS Team and during grade level meetings to plan and provide student intervention and supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

SST Team will meet often to discuss student needs/progress based on teacher referrals. Teacher will be trained and use SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom as part of First Instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC - See Goal 1 Activity #24
	Counselor - See Goal 2 Activity #1
	Teacher Substitute/Floater - See Goal 1 Activity #11

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct survey with students and staff regarding CHAMPS and PBIS. Feedback will be used to guide the committees in developing an action plan for the 2022-2023 school year inclusive of building a school-wide positive culture for students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1-Materials and Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide on-site counseling and support services for students through school counselor and/or outside agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- See Goal 2 Activity #1
	Materials and Supplies - See Activity #6

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All special population groups, including students with IEPs transitioning to Middle School and High School

Strategy/Activity

Ensure Middle School 8th grade students successful transition to high school with transition meetings between the high school district and the 8th grade teachers as well as 5th grade students transitioning to the middle school setting and students entering Kindergarten.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries See Goal 1, Activity #11

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

Hold end of trimester awards assemblies to recognize students who achieve academic and behavior goals as well as display school core values in the classroom. (6-8 Middle school evening award ceremony).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies - See Goal 1 - Activity #24
	5000-5999: Services And Other Operating Expenditures

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

Staff will receive disaster preparedness training on Seizures, EpiPen, Health needs, mandated reporter and COVID-19 guidelines. Monthly drills will occur for staff and students to train for a emergency situations including the California Shake Out, Fire and Lock Down Drills as well as practice of Healthy guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ASB class offered for 7th-8th Grade students to participate in developing leadership skills. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol, and promote school spirit on campus. They will plan Red Ribbon, Kindness Week and other schoolwide Spirit Week activities for grades K-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continued PBIS/CHAMPS implementation campus wide. The PBIS Team will meet monthly to discuss next steps for campus wide implementation and teacher requests for behavior support. Seek PBIS recognition for 2022-2023 PBIS implementation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies - Goal 1 - Action #8 and #24

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

Students in grades 3-8 to complete Panorama in addition to school survey about playground activities that they would like to have in place at school. Curren will provide opportunities for students to participate in at lunch time enrichment activities organized by ORC and School Counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies - See Goal 1, Activity #7

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

Teachers and School Counselor to provide SEL lesson to address student socio emotional needs during the morning check-in for K-5 and Advisory for Middle School. Use research-based programs and assemblies that tie into the social-emotional well-being of students to create a learning environment that is safe, drug-free and conducive to learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Services, Entrance Fees, Operations - See Goal 1, Activity #8

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

PBIS/CHAMPS team collaboration to address school's culture and climate needs, create a service plan and steps for improvement. CHAMPS team will monitor student discipline data throughout the year. Frequent student referrals may warrant counselor intervention and/or parent and teacher support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF 5000-5999: Services And Other Operating Expenditures Services, Entrance Fees, Operations -

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 overall effectiveness of this goal was difficult to measure based on the specific metrics, due to the current pandemic/post pandemic challenges. There was no California Dashboard data on suspension rates last school year, nevertheless, we used school data on suspensions from the school year 2021-2022. We were able to administer the Panorama Survey with all students for the 2021-2022 school year. The goals remain the same for this year but emphasis on improving in person attendance following COVID-19 post pandemic by placing strong adherence the guidelines with emphasis on attendance. The school will need to adjust and modify the implementation of PBIS/CHAMPS initiatives in the classroom to meet the social emotional needs of students back to in person learning. Suspension rates and school safety all tie into a need to improve on a positive school culture, student connectedness and providing social emotional supports to students having challenges with back to in person instruction. Also the need to offer students multiple opportunities to engage socially with other students and enrichment opportunities during the school day and other times, with a greatest emphasis placed on school connectedness, and the students' social/emotional well-being needs due to the post pandemic; which has restricted full access with connectedness while students returned to in person instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major discrepancy between the intended implementation and the budgeted expenditures was the ability to hire campus supervisors to help monitor the campus throughout the day and improve school safety and culture. The allotted amount was $24000, but the process was delayed due to availability of candidates and extra hours/persons were not able to begin working until after late February 2022. Planned in person assemblies for the spring and end of year promotion was modified in accordance with the ongoing post COIVD-19 pandemic and in following all recommended guidelines.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the limited student data from this past year, it was difficult to measure improvements and needs for this upcoming year as students have been adjusting to a new learning environment since the start of the epidemic and and post pandemic times and back to in person instruction for school year 2021-2022. Many of the strategies and activities will be in placed this current school year in addition to an emphasis on providing the supports for the social emotional needs of students. We will need to be modify our instructional and intentional approach to instruction and/or adjusted it to meet the needs of all students as they adjust to in person learning, as well as for those who have opted for independent studies during and post pandemic times. The school will continue to explore intentional ways to increase school connectivity for all students whether they are in person instruction or independent studies. Enrichment opportunities will be offered during the school day and after the school to provide opportunities for all students to participate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children
To increase volunteer opportunities so parents can assist in the classroom and on campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	2020-2021 will be the baseline for this data as the Needs survey was unable to be completed due to COVID-19 Pandemic and school closures.	2020-2021 will be the baseline for this data.
Average attendance at ELAC Meetings	An average of 20 to 30 parents attended ELAC Virtual Zoom Meetings.	Attendance will increase by 15% at ELAC Meetings this year.
Coffee with the Principal	An average of 15 to 20 people attended Coffee Chats with the Principal	Attendance will increase by 15% at Coffee with the Principal this year.
Parent attendance at Back to School Night	275 of parents attended Virtual Back to School Night	Attendance will increase by 10% for Back to School Nights

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school site will provide parent informational meetings/videos including: My Body Belongs to Me, Loving Solutions, Project 2 Inspire, and Technology/ Internet Safety - including LMS Canvas, ST Math, Lexia.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2000-2999: Classified Personnel Salaries ORC - See Goal 1 Activity #24
	Counselor - See Goal 2 Activity #1
	Materials and Supplies - See Goal 1 Activity #1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Host parents for culturally relevant events, Reading and Math nights, AVID Parent Night, High School Transition 8th grade parent meeting, technology safety training, Talent Show, and Winter Program, Día de Los Muertos, incoming Kindergarten and DLI informational 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)
	Materials & Supplies See Goal 1, Activity #7

	Campus Assistant Extra Help - See Goal 2, Activity #6

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Welcome Back to School Information meetings will be held this school year - (meet and greet parent meetings).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional 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

Parent Orientation for incoming Kinder students and 5th grade students transitioning to midle school. Parents learn about student expectations and parent involvement opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries See Goal 1 Activity #11

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Update Parent - Student Compact and Parent Involvement Policy. Share documents with all parent committees and stakeholders from the community at start of school year and update for new school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrants

Strategy/Activity

Parents will be invited to Fall Parent Conferences for all students. Spring Parent Conferences will be held for students at-risk of not meeting grade level standards and Reclassification Meetings. Provide Translators for parents of EL students for meetings as needed. Office Staff to provide extra support for parents during conference and through the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43	Title III 2000-2999: Classified Personnel Salaries Classified translators Extra hours and employee benefits
3000	LCFF 2000-2999: Classified Personnel Salaries Classified Staff Extra Hours

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ORC will coordinate community resources to distribute to families during this school year, in the community fair that is held during Back to School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC - See Goal 1 Activity #24

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold three Title I Meetings to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide parent involvement opportunities via committee meetings: SSC, PTA and ELAC. Coffee with Principal, Family Nights (in person and/or via Zoom)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies - Refreshments for ELAC - See Goal 1, Activity #7

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Focused on English Learners and Migrant students

Strategy/Activity

Hold monthly ELAC meetings to provide training and present information related to English Language Learners, LTELs for parent to discuss and support their children at home

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies - See Goal, 1 Activity #7

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School counselor will provide parent workshops for high school transition supporting A-G Requirements. (including 5th Grade students transitioning to middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	Counselor - See Goal 2 Activity #1
	Material and Supplies - See Goal 2 Activity #11

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Encourage parents to participate in the IEP process for students with special needs by scheduling meetings at the times when parents can attend and providing options of in-person or virtual.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teacher Substitutes/Floaters - See Goal 1 Activity #8

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will provide feedback on the academic programs and English Learner needs via the Panorama School Survey, and EL Parent Needs Assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

	Panorama Survey

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns by scheduling meetings when parents can attend a proving the options of in-person and virtual 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)
	ORC - See Goal 1 Activity #24
	Substitute floaters-See Goal 2 Activity #9

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage parents to attend monthly Coffee with the Principal meetings to discuss academic programs, safety, community resources and strand focus by scheduling meetings at times when parent can attend, proving information in advance and providing both written and oral notification via Parent Connect, Twitter, School Website and Canvas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	ORC - See Goal 1 Activity #24
	Counselor - See Goal 2 Activity #1
	Material and Supplies - Goal 3 Activity #2

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant students

Strategy/Activity

Encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials And Supplies - See Goal 1 Activity #7

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

High school counselors will come to register 8th grade students for high school. Parents will receive information to attend high school transition meetings and orientations. (Including support with Placement Test).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

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.

Parents were provided meaningful opportunities to participate in their students' growth virtually due to the current pandemic/post pandemic guidelines . Parents attended various school events such as Parent/Teacher conferences and Welcome Back virtual events/orientations and Report card webinars. School meetings times were adjusted to meet the needs of families and the numbers increased from previous years (Coffee Chats with the Principal and ELAC). ELAC numbers from 2020-2021 averaged 15 parents. In 2021-2022 it was 22 to 28. Though the numbers did increase, the meetings typically consist of the same participants so more outreach is needed to garner a more diverse group of parents at the various meetings. There is a need to explore more volunteer opportunities on campus to have parents participate in the academic portion of their child's growth and create a community feeling around campus. Parent participation tends to increase for in person meetings, but due to pandemic, all meetings and opportunities were virtual, with the exemption of some events that took place in person as the pandemic guidelines changed.

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 expenditures need to be budgeted for parents to participate in the IEP process for students with special needs and SST process for students who are being monitored to see academic growth. Due to COVID-19, the budget expenditures for this year my not actually equal the amounts of last year as the process for gathering the IEP team has been different in mostly a virtual setting as opposed to in-person teaching. Nevertheless, parents were offer the opportunity to attend in person IEP and SST meetings following all safety protocols.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are changes to the goal this year as the student came and staff came back to in person instruction. Some actions will need to be modified due to the current changes of the COIVD-19 health guidelines. Kinder Orientation, Back To School Night, and Parent conferences were all modified to a a choice of in person or virtual setting or held whenever possible in open air spaces as requested by parent or staff members. Coffee Chats with the Principal (Action 14) and ELAC meetings are will be both in person and virtual and times were adjusted to work for families to participate and be provided with strategies to help their students at home. The data will be collected to compare from last year as many of the meetings continued to be in a virtual setting. Data will be compared from the previous year with the understanding that the reliability is not completely accurate or a fair assessment of parent involvement metrics from the previous years during and post pandemic.

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	$130,929.00
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	$329,965.00

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	$87,669.00
Title III	$43,740.00

Subtotal of additional federal funds included for this school: $131,409.00

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	$173,622.00
LCFF - Intervention	$24,934.00

Subtotal of state or local funds included for this school: $198,556.00

Total of federal, state, and/or local funds for this school: $329,965.00

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	87669.00	0.00
Title III	43740.00	0.00
LCFF - Intervention	24934.00	0.00
LCFF	173622.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	173,622.00
LCFF - Intervention	24,934.00
Title I	87,669.00
Title III	43,740.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	30,763.00
2000-2999: Classified Personnel Salaries	LCFF	36,427.00
4000-4999: Books And Supplies	LCFF	87,132.00
5000-5999: Services And Other Operating Expenditures	LCFF	19,300.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	24,934.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00
3000-3999: Employee Benefits	Title I	4,610.00
4000-4999: Books And Supplies	Title I	10,000.00
5000-5999: Services And Other Operating Expenditures	Title I	53,059.00

	Title III	4,014.00
1000-1999: Certificated Personnel Salaries	Title III	30,998.96
2000-2999: Classified Personnel Salaries	Title III	43.00
3000-3999: Employee Benefits	Title III	6,684.04
5000-5999: Services And Other Operating Expenditures	Title III	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	288,195.00
Goal 2	36,727.00
Goal 3	5,043.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Pablo Ordaz	Principal
Suzanne Meckstroth	Classroom Teacher
Ann Marie Newman	Classroom Teacher
Rochalle Ford	Classroom Teacher
Tony Naranjo	Other School Staff
Mariana Coronado	Parent or Community Member
Jacqueline Carmona	Parent or Community Member
Anabel Gonzalez	Parent or Community Member
Olga Lopez	Parent or Community Member
Rogelia Ruvalcaba	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/01/2022.

Attested:

	Principal, Pablo Ordaz on 06/02/22
	SSC Chairperson, Jacqueline Carmona on 06/02/22

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
James Driffill Elementary School	56725386055271	June 13, 2022	August 24 , 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.

The 2021-2022 return to in-person learning has given Driffill School the opportunity to examine and analyze on-site systems to support student, faculty and family success. Faculty and staff work to continuously improve student achievement despite the challenges of returning to campus after a two year hiatus. We have critically examined school systems, actions and procedures to determine areas need further development in order to enable all students to achieve greater success. Given the 2021 creation of the OSD profile, Driffill analyzed past priorities and aligned expectations to ensure all students achieve success. Our previous successes at Driffill have been addressing the academic, social, and emotional needs of students aligning with the OSD Student Profile Trait, "Students will be confident and solution-oriented; able to demonstrate a growth mindset and advocate for themselves and others." These will continue to be areas of focus for the 2022-2023 school year. Additionally, our Dual Language Immersion Program (DLI) and our Autism Program support our students to become compassionate, multilingual, multicultural, and global thinkers.

As in previous years, we continue to integrate the State Standards (CCSS) for Language Arts and Math, and NGSS for science; however with an emphasis on acceleration to prioritize learning leaps. As we continue to analyze the areas of teaching, learning, interventions, professional development, parent involvement, and the after-school program, a Tier 1 instructional focus continues to prioritize student-centered learning, collaborative engagement structures, and rigor through an inquiry-based integrated balanced literacy model grounded in research-based pedagogy and California standardized assessment performance expectations.

The instructional leadership team supports quality-content instruction through professional learning opportunities, PLCs, grade-level collaboration, and professional peer support. Additionally, the team ensures quality instructional implementation with classroom walk-throughs, learning walks, and student-monitoring conferences with grade-level teachers once each trimester.

Driffill School staff consists of 58 highly-qualified certificated staff members. A thorough examination of our goals at Driffill School has led to the highly focused and motivated professional development of our staff. Training in the areas of PBIS, Language Arts, Math, ELD, AVID, the Growth Mindset, Science, and Dual Language Immersion (DLI), has further empowered our staff to become as precise and effective as possible when creating culturally responsive learning opportunities to ensure all students simultaneously develop and demonstrate the traits of the Oxnard School District Student Profile.

Driffill continues to strengthen our Professional Learning Communities (PLC) to improve Quality Tier 1 instruction, by using multiple measures of formal and informal student data to guide Tier 1 teaching and learning objectives. During PLCs, DLI, grade-Level, and vertical and content teams use student data and prioritized state standards to determine a Cycle of Inquiry focus. When identified by the grade level team, students who are not meeting grade level objectives are referred to the Student Success Team (SST). The team, consisting of grade-level teachers, administrators, school counselor, ORC and family, uses the OSD's universal screening assessments and classroom data to determine appropriate Tier 1 interventions as well as determine if Tier 2 interventions are needed.

The faculty has committed to monthly universal screeners and progress monitoring assessments in order to rapidly monitor and analyze student needs based on data from interim assessments from Renaissance STAR 360 Reading and Math, IAB assessments from CAASPP, STMath, and Lexia as well as Panorama. Teachers share grade-level data to plan lessons, deconstruct standards, and

identify instructional strategies, in order to determine student-centered goals both academic and social-emotional.

In addition, data allows teachers to plan for differentiated and rigorous instruction in Tier 1 to increase student achievement. To further improve student achievement, Intervention Services Providers (ISP) and the Literacy Intervention Teacher, will directly serve students in grades TK-8 to support instruction in Language Arts. AVID tutors in the middle school setting help support the college and career-ready mindset.

The acquisition of academic English language skills continues to be an important goal for Driffill School students, especially for our English Language Learners (ELLs). Tier 1 programs such as DLI, Designated ELD, and Integrated ELD are specifically designed to help students develop and master academic English Language Skills. To identify the areas of challenge English Learners are facing, we review the English Language Proficiency Assessment (ELPAC) along with other assessments; teachers deliver focused lessons that support students' progress toward reclassification and or Meeting/Exceeding State Standards in English Language Arts. Middle school English Learner students receive one period of designated ELD.

While COVID restrictions limited our enrichment activities in 2021-2022, Driffill remains hopeful that all enrichment programs will will resume in the 2022-2023 school year. Traditionally during onsite instruction, after-school enrichment activities have included: Mad Science, Art Trek, Hip Hop Mindset, Gardening club, 5K community races, music, sports, and other community-sponsored events. This year enrichment opportunities will continue to be offered to students/families virtually and in-person during the school day and after school including Leadership Opportunities, Careers, AVID, Robotics, Gardening Club, Math Club, Athletic Mindset. The after-school program has resumed in person and offers extracurricular opportunities while providing a safe and nurturing environment to socialize and connect with positive role models.

Both during the regular school day as an elective, as well as an after-school club, Driffill adheres to the AVID philosophy that all students can succeed in the most rigorous curriculum. Nearly 100% of Driffill's Middle School teachers are AVID trained ensuring the fidelity of implementation of AVID strategies creating the mindset that all students will be college and career ready upon graduation. Driffill continues to train and support all staff in AVID strategies and is moving towards the implementation of the AVID program in grades TK-5. AVID school-wide will help our students to solidify twenty-first-century learning skills to further develop a growth mindset ensuring our students will be confident, compassionate, multicultural, global thinkers, and contributing citizens.

Family involvement and communication with teachers, administrative team, and support staff is a key element for the continued academic success at Driffill School. Student progress is communicated to parents through various platforms such as Parent Connect, conferences, and regular ongoing communication with teachers and administration. Additionally, teachers regularly communicate with families in-person, by phone, written notes, email, CANVAS, Google Classroom, Class Dojo, Remind 101, and Peachjar.

Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Driffill staff also presents parent education nights in the content areas of Language Arts, Math, and Learning Management Systems (LMS) i.e. Canvas and Google Classroom, to help parents support their students' success. Driffill teachers and support staff host transition presentations and parent orientations for students entering TK/Kinder and sixth, seventh, and 8th grade as well as conduct High School Transition Meetings for all outgoing 8th-grade students. The Principal communicates with parents via ParentLink, with regular

calls to all parents most Sundays at 6 pm. Weekly digital bulletins are pushed out to parents via Canvas, Class Dojo, and Peachjar as well as being uploaded to our School Websites and social media accounts. Regular updates are made to Driffill's web page and social media accounts, with pictures of school activities, meeting information, and our school site calendar. To maintain the safety and comfort levels of all stakeholders, Driffill is continuing to offer virtual and in-person opportunities for families to participate in educational workshops throughout the school year. Parents are welcomed to Driffill School through a variety of general parent meetings, monthly ELAC, Café Con Padres, School Site Council, parent nights, and individual classroom parent meetings/programs. Other supports to parents include home visits and outreach to connect families to community-based services. Our school counselor and Outreach Consultant (ORC) conduct home visits and schedule parenting classes. Parenting classes are offered in English and in Spanish to further encourage families' participation in the education of their children and to support positive interaction with their children.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Driffill, site administrators engage in learning walks on a regular basis. Formal observations take place two to three times a year as identified by the district and are accompanied by multiple informal observations to ensure Quality Tier 1 instruction. The analysis of the classroom observations suggests the need to support and improve intentional, quality Tier 1 instruction with a focus on depth of not only academic learning with collaborative structures but also the need to prioritize SEL and PBIS. The data collected thus far through observations have reinforced the adoption of school-wide instructional goals of building student-centered learning experiences, implementing collaborative engagement structures, and delivering standards-based rigorous lessons both driven through academic and language needs.

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)

On-going district and teacher lead training is provided for teachers to support the interpretation of State and district assessments such as CAASP, ELPAC, STAR 360 reading and math assessments, chapter and unit Math and Language Arts tests. During PLCs, as well as informal teacher meetings, student data is studied regularly to determine student needs and drive instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Through the use of STAR 360, Lexia, StMath, Panorama, IABs, and ELPAC our student data collection is reviewed at PLCs and progress monitoring sessions, to monitor, drive, adjust, and modify instruction to meet the needs of all Driffill students. Given pandemic related school closures, our site does not have the previous year's CAASPP data this school year.
Teachers use data to differentiate and provide extra support in the Tier 1 setting for the students not making adequate progress. If Tier 2 intervention is needed, based on the data, a student is given opportunity for tutoring or other appropriate services.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Illustrated through the updated school schedule to include banking time, Driffill prioritizes and utilizes Professional Learning Communities (PLC's) to ensure teachers have protected time to collaborate weekly to discuss lesson planning, instructional practices, student progress, and review formative and summative assessments. Grade level ebinders are maintained to record data, on-going conversations, monitor student growth and make instructional decisions regarding the most effective ways to meet standards.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of data driven instructional strategies to be intentionally implemented during Tier 1 instruction. State adopted and approved curricular materials support Quality Differentiated Tier 1 instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Driffill School has a MultiTiered System of Support (MTSS) model that documents the programs and materials that are available to use as the core program. At the foundation of the pyramid, teachers are provided professional development in cultural proficiency, growth mindset, Social-Emotional Learning, teaching research-based best practices, and standard-based instruction. Given those professional development opportunities, grade levels plan for all students to not only have access to the grade level content but meet grade level standards. If a student is not successful after initial Tier I instruction, the teacher provides additional scaffolded Tier 1 support within a small group or one-on-one instruction in the classroom. After ongoing data analysis, if a student is still not meeting grade-level standards, he/she is referred to a CST or SST and following the MTSS procedures actions such as services of the Reading Specialist, after/before school tutoring, counseling services, and/or Intervention Specialist is prescribed. Additional steps may include further assessments if adequate progress is not made (i.e. special education).

Evidence-based educational practices to raise student achievement

Driffill has established a practice of only using research-based materials for Tier 1, Tier 2, and Tier 3 instruction. Teachers have a clear focus for each lesson, effectively communicate the focus to the students and provide opportunities for student engagement. Driffill has implemented the AVID and Data-driven PLC philosophies which include active participation and engagement, critical reading skills, collaboration, and the ability to communicate for a variety of purposes and to a variety of audiences. Teachers incorporate the AVID WICOR strategy which encompasses writing, inquiry, collaboration, organization, and reading skills. Student achievements are celebrated every trimester to highlight both academic and social-emotional growth and successes.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent Education and parent involvement continues to be a focus this year. We are committed to enhancing the collaboration and partnership with parents. We have regularly scheduled ELAC, Title I/Cafe Con Padres and School Site Council Meetings. In-person and virtual celebrations are made available for parents to participate in in-class celebrations.

This year we hope to provide more parent education: Saturday Conferences/Workshops, AVID Training, A-G requirements, motivational speakers, health and wellness topics, preventative health workshops, grade level meetings, Outreach and Counselor workshops addressing parenting skills, and other topics will be covered as needs develop. It is our goal to develop a Growth Mindset with our families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All families, teachers and community groups are included in the input, discussion, decision and implementation of the School Plan and Budget. The Parent Compact and the Parent Engagement Policy are also reviewed, revised and implemented on a yearly basis.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Driffill is a School-Wide Title I Program using all categorical funds as needed to meet the needs of all students as delineated by the SPSA and Budget. Title I funds are used to improve instructional practices such as providing quality Tier I instruction through professional development, collaboration, PLC's and peer mentoring. Additionally, funds are used to ensure student engagement and safety across grade levels. Driffill contracts with outside experts and consults to continue to provide access to the most current engagement and instructional practices. Progress monitoring takes place with all grade levels to ensure that instruction is student-centered and data-driven. Instructional and professional materials are provided for professional growth and to support their practice and differentiated instruction.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Together, School Leadership, staff, and ELAC review and provide input on the SPSA to the school Site Council, which approves annually. The School Ste Council then meets monthly to monitor the goals and actions. Any changes to the SPSA are presented to all stakeholders for their recommendations and re-submissions to the School Site Council for any changes and final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The 2021-2022 reduction in categorical funding has allowed Driffill School to further analyze programs and systems to support all staff and students. We continue to have a need but not funding for an additional Counselor, a Reading Specialist, one School Resource Officer, additional hours for campus supervisors and the full day of Outreach Resource Specialist. These eliminations and reductions impact instructional and social-emotional health and wellness services and supports that Driffill is able to provide our students, staff, and families.

Driffill has identified a need for extensive support social-emotional support for all students and site staff.

Parents need support in the area of navigating basic technology functions support their students. Students need equipment that better facilitates school to home connection including: wifi access, wireless mouse, headphones, and keyboards for iPads.

Staff needs on-going training in using Canvas and ancillary tech resources including Lexia, ST Math, and board-adopted digital curriculum not only the basics of how to use the programs with students but also how to use the programs' multifaceted data resources to analyze student achievement.

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	0.17%	0.1%	%	2	1	
African American	0.26%	0.4%	%	3	4	
Asian	0%	%	%	0		
Filipino	0.52%	0.4%	%	6	5	
Hispanic/Latino	97.58%	97.5%	%	1,128	1,097	
Pacific Islander	0.09%	0.2%	%	1	2	
White	1.21%	1.2%	%	14	14	
Multiple/No Response	0.17%	0.2%	%	2	2	
			Total Enrollment	1,156	1,125	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	146	146	
Grade 1	119	101	
Grade 2	122	122	
Grade3	121	120	
Grade 4	123	121	
Grade 5	121	132	
Grade 6	130	123	
Grade 7	139	123	
Grade 8	135	137	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	1,156	1,125	1,082

Conclusions based on this data:

Based on the analysis of student enrollment by grade level between 2020-2022, the total enrollment has decreased by forty-three students. Declining enrollment has been projected by the state of California for some time. One factor has been families moving out of the area due to the Pandemic or other reasons. Nonetheless, we are still a

TK-8th grade school that has a high Hispanic/Latino population. We allocate resources to each grade level to provide opportunities and services in order for each child to be successful in school.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	644	619	631	55.1%	53.5%	56.1%
Fluent English Proficient (FEP)	289	307	272	24.7%	26.6%	24.2%
Reclassified Fluent English Proficient (RFEP)	94	106	43	14.2%	16.5%	6.9%

Conclusions based on this data:

Our data analyzed from CAASPP, STAR360, StMath, and Lexia as well as formative assessments in ELA and Math indicate that Driffill students need targeted, Integrated and Designated English Language Development (ELD) that is connected across content areas. They need sophisticated or more complex language structures, as well as grammatical and vocabulary development to be explicitly taught across all content areas and grade levels. Our RFEP students need continued monitoring and support in order to successfully meet grade-level standards. Due to the ongoing impact of the pandemic, Driffill recognizes the urgency to increase English language acquisition at every grade level.

School and Student Performance Data

Star Early Literacy

James Driffill Elementary School											
		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
Grade K	93	9	10%	8	9%	4	4%	72	77%	4	829
Grade 1	91	17	19%	9	10%	3	3%	62	68%	4	847
Grade 2	94	38	40%	21	22%	17	18%	18	19%	2	857

Conclusions based on this data:

Based on the current Star Early Literacy data, it is evident that returning to in-person learning has greatly benefited our students. 75% of Driffill's Kinder students have tested Proficient. However 34% of first grade students have tested less than proficient whereas 69% second grade students have tested less than proficient. This data shows the impact of in-person instruction verse distance learning.

School and Student Performance Data

Star Reading

James Driffill Elementary School											
		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 2	91	41	45%	29	32%	12	13%	9	10%	1	872
Grade 3	101	50	50%	23	23%	16	16%	12	12%	1	929
Grade 4	105	57	54%	23	22%	17	16%	8	8%	1	968
Grade 5	102	40	39%	30	29%	26	25%	6	6%	2	1010
Grade 6	117	55	47%	37	32%	19	16%	6	5%	1	1002
Grade 7	105	54	51%	30	29%	20	19%	1	1%	1	1033
Grade 8	101	50	50%	31	31%	15	15%	5	5%	1	1039

Conclusions based on this data:

Based on the Star data it is evident that a school wide goal is needed to target literacy across all content areas and grade levels. Intentional scaffolding, differentiated instruction, a variety of instructional strategies as well as on-going teacher professional development will support student literacy gains. Driffill recognizes the need to have a shared accountability across grade level and all content areas.

School and Student Performance Data

Star Math

James Driffill Elementary School											
		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 1	91	16	18%	37	41%	33	36%	5	5%	2	852
Grade 2	94	41	44%	26	28%	22	23%	5	5%	2	890
Grade 3	104	40	38%	31	30%	21	20%	12	12%	2	955
Grade 4	103	48	47%	33	32%	18	17%	4	4%	2	977
Grade 5	93	46	49%	24	26%	14	15%	9	10%	2	1034
Grade 6	116	81	70%	29	25%	4	3%	2	2%	1	996
Grade 7	104	66	63%	29	28%	7	7%	2	2%	1	1034
Grade 8	9	9	100%	0	0%	0	0%	0	0%	1	967

Conclusions based on this data:

Based on the Star Math data, it is evident that a school wide goal is needed to target mathematics from 2nd-8th grade. Intentional scaffolding, differentiated instruction, a variety of instructional strategies as well as on-going teacher professional development and support from the Math Manager will support student gains. Driffill recognizes the need to have a shared accountability across grade levels.

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 3	106	118		106	117		106	117		100	99.2	
Grade 4	129	115		128	114		128	114		99.2	99.1	
Grade 5	139	124		138	122		138	122		99.3	98.4	
Grade 6	137	136		137	133		137	133		100	97.8	
Grade 7	136	135		134	133		134	133		98.5	98.5	
Grade 8	124	133		123	132		123	132		99.2	99.2	
All Grades	771	761		766	751		766	751		99.4	98.7	

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	2361.	2380.		5.66	8.55		9.43	17.09		31.13	32.48		53.77	41.88	
Grade 4	2393.	2411.		7.03	6.14		13.28	14.04		14.84	31.58		64.84	48.25	
Grade 5	2442.	2459.		5.07	10.66		20.29	22.13		23.91	20.49		50.72	46.72	
Grade 6	2464.	2477.		5.84	1.50		13.87	20.30		36.50	42.11		43.80	36.09	
Grade 7	2482.	2505.		1.49	4.51		17.16	24.06		32.84	31.58		48.51	39.85	
Grade 8	2462.	2495.		1.63	1.52		9.76	24.24		26.02	28.79		62.60	45.45	
All Grades	N/A	N/A	N/A	4.44	5.33		14.23	20.51		27.55	31.29		53.79	42.88	

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 3	4.72	7.69		37.74	51.28		57.55	41.03	
Grade 4	7.81	6.14		35.16	54.39		57.03	39.47	
Grade 5	7.97	13.93		44.93	43.44		47.10	42.62	
Grade 6	6.57	4.51		37.96	36.09		55.47	59.40	
Grade 7	3.73	6.02		49.25	45.86		47.01	48.12	
Grade 8	2.44	6.82		26.02	41.67		71.54	51.52	
All Grades	5.61	7.46		38.77	45.14		55.61	47.40	

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

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	2.83	10.26		37.74	47.86		59.43	41.88	
Grade 4	4.69	5.26		35.94	45.61		59.38	49.12	
Grade 5	7.97	13.93		42.03	44.26		50.00	41.80	
Grade 6	6.57	5.26		33.58	58.65		59.85	36.09	
Grade 7	4.48	12.03		45.52	53.38		50.00	34.59	
Grade 8	4.88	1.52		34.96	56.06		60.16	42.42	
All Grades	5.35	7.99		38.38	51.26		56.27	40.75	

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	7.55	8.55		61.32	66.67		31.13	24.79	
Grade 4	3.13	6.14		57.81	68.42		39.06	25.44	
Grade 5	4.35	7.38		55.80	54.10		39.86	38.52	
Grade 6	6.57	6.02		59.12	66.92		34.31	27.07	
Grade 7	0.75	5.26		61.94	60.15		37.31	34.59	
Grade 8	2.44	4.55		48.78	63.64		48.78	31.82	
All Grades	4.05	6.26		57.44	63.25		38.51	30.49	

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	8.49	6.84		49.06	56.41		42.45	36.75	
Grade 4	10.94	4.39		46.09	48.25		42.97	47.37	
Grade 5	12.32	22.95		45.65	38.52		42.03	38.52	
Grade 6	10.95	10.53		53.28	59.40		35.77	30.08	
Grade 7	7.46	10.53		56.72	56.39		35.82	33.08	
Grade 8	3.25	9.09		43.90	44.70		52.85	46.21	
All Grades	9.01	10.79		49.22	50.73		41.78	38.48	

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:

From 2016-2019, Driffill showed steady progress on the CAASPP ELA in all grade levels with the exception of 4th grade. As a school our proficient population grew by 6%, which is double what the district grew. Given the current reality of distance learning and unfinished learning March - June of 2020, Driffill will likely continue to have a high percentage of our students not meeting standards. In order to continue making progress towards a larger percentage of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Language Arts. Writing across subject areas will be targeted since that was our weakest area based on CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	106	118		106	117		106	117		100	99.2	
Grade 4	129	115		128	114		128	114		99.2	99.1	
Grade 5	139	124		138	123		138	123		99.3	99.2	
Grade 6	137	136		135	133		135	133		98.5	97.8	
Grade 7	136	135		134	133		134	133		98.5	98.5	
Grade 8	124	133		123	132		123	132		99.2	99.2	
All Grades	771	761		764	752		764	752		99.1	98.8	

* 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	2388.	2396.		0.94	2.56		20.75	28.21		33.02	30.77		45.28	38.46	
Grade 4	2411.	2425.		6.25	0.88		10.16	16.67		29.69	42.11		53.91	40.35	
Grade 5	2445.	2451.		2.17	4.88		8.70	17.07		31.88	28.46		57.25	49.59	
Grade 6	2443.	2468.		3.70	3.01		5.93	10.53		30.37	35.34		60.00	51.13	
Grade 7	2458.	2472.		0.75	5.26		12.69	9.77		25.37	24.06		61.19	60.90	
Grade 8	2452.	2467.		2.44	3.03		5.69	13.64		20.33	20.45		71.54	62.88	
All Grades	N/A	N/A	N/A	2.75	3.32		10.34	15.69		28.40	29.92		58.51	51.06	

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	7.55	14.53		45.28	40.17		47.17	45.30	
Grade 4	9.38	8.77		21.88	30.70		68.75	60.53	
Grade 5	5.07	8.13		23.91	33.33		71.01	58.54	
Grade 6	5.93	3.76		20.74	32.33		73.33	63.91	
Grade 7	2.99	6.77		22.39	26.32		74.63	66.92	
Grade 8	3.25	6.06		19.51	23.48		77.24	70.45	
All Grades	5.63	7.85		25.00	30.85		69.37	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

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	5.66	10.26		37.74	50.43		56.60	39.32	
Grade 4	9.38	5.26		36.72	43.86		53.91	50.88	
Grade 5	3.62	8.94		33.33	34.96		63.04	56.10	
Grade 6	3.70	5.26		33.33	43.61		62.96	51.13	
Grade 7	3.73	7.52		41.04	38.35		55.22	54.14	
Grade 8	4.07	6.82		35.77	29.55		60.16	63.64	
All Grades	4.97	7.31		36.26	39.89		58.77	52.79	

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	4.72	11.11		55.66	46.15		39.62	42.74	
Grade 4	7.81	6.14		28.91	45.61		63.28	48.25	
Grade 5	1.45	8.13		34.78	41.46		63.77	50.41	
Grade 6	3.70	4.51		36.30	43.61		60.00	51.88	
Grade 7	4.48	4.51		50.75	52.63		44.78	42.86	
Grade 8	4.07	6.06		38.21	47.73		57.72	46.21	
All Grades	4.32	6.65		40.31	46.28		55.37	47.07	

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:

Driffill showed progress on the CAASPP Math in all grade levels with the exception of 4th grade. Driffill increased the number of kids scoring proficient and advanced by 7%, which is nearly double the increase of the district. Given the ongoing impact of the pandemic, Driffill anticipates continuing to have a high percentage of our students not meeting standards. In order to continue making progress towards a larger percentage of students meeting or exceeding standards, our focus is providing quality Tier 1 instruction in Math. We will spend additional time teaching fractions and geometry since those areas were indicated as a weakness based on CAASPP scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1426.4	1413.4	1403.1	1436.8	1425.1	1418.3	1402.0	1385.8	1367.5	113	113	101
1	1444.5	1441.6	1432.1	1446.5	1453.1	1440.7	1442.0	1429.7	1423.0	85	93	61
2	1484.4	1493.2	1472.2	1481.5	1488.3	1477.1	1486.7	1497.6	1466.7	99	85	76
3	1494.4	1486.7	1479.3	1485.7	1478.1	1481.0	1502.6	1494.8	1477.1	70	62	92
4	1482.3	1527.4	1489.0	1455.2	1527.6	1485.7	1508.9	1526.8	1491.8	78	58	69
5	1505.2	1523.2	1508.5	1482.9	1515.0	1502.6	1527.0	1530.8	1514.1	52	41	50
6	1525.1	1514.0	1519.4	1517.8	1500.3	1514.2	1532.1	1527.1	1524.1	40	31	38
7	1528.6	1536.5	1524.8	1519.1	1519.8	1513.4	1537.8	1552.8	1535.7	29	26	35
8	1532.8	1547.0	1547.2	1516.5	1535.5	1539.1	1548.6	1558.2	1554.7	28	26	28
All Grades										594	535	550

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	28.32	5.31	8.00	28.32	39.82	35.00	38.05	40.71	30.00	*	14.16	27.00	113	113	100
1	28.24	3.23	6.56	40.00	32.26	32.79	18.82	45.16	37.70	12.94	19.35	22.95	85	93	61
2	39.39	20.00	9.21	43.43	48.24	43.42	11.11	27.06	32.89	*	4.71	14.47	99	85	76
3	*	8.06	7.61	57.14	46.77	34.78	21.43	27.42	39.13	*	17.74	18.48	70	62	92
4	*	22.41	10.29	34.62	56.90	35.29	39.74	18.97	45.59	15.38	1.72	8.82	78	58	68
5	*	12.20	16.00	48.08	51.22	36.00	26.92	31.71	34.00	*	4.88	14.00	52	41	50
6	*	6.45	13.16	47.50	45.16	47.37	27.50	41.94	31.58	*	6.45	7.89	40	31	38
7	*	11.54	11.43	58.62	61.54	31.43	*	23.08	48.57	*	3.85	8.57	29	26	35
8	*	15.38	11.11	39.29	46.15	44.44	*	26.92	44.44	*	11.54	0.00	28	26	27
All Grades	23.57	10.84	9.69	41.75	45.05	37.11	26.09	33.27	37.11	8.59	10.84	16.09	594	535	547

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	33.63	12.39	16.00	34.51	39.82	34.00	23.89	30.09	26.00	*	17.70	24.00	113	113	100
1	43.53	12.90	29.51	32.94	37.63	16.39	12.94	39.78	36.07	*	9.68	18.03	85	93	61
2	58.59	29.41	25.00	29.29	54.12	42.11	*	11.76	26.32	*	4.71	6.58	99	85	76
3	32.86	17.74	26.09	40.00	43.55	42.39	*	24.19	19.57	*	14.52	11.96	70	62	92
4	20.51	39.66	23.53	26.92	48.28	47.06	19.23	10.34	20.59	33.33	1.72	8.82	78	58	68
5	30.77	34.15	36.00	34.62	46.34	44.00	*	17.07	10.00	*	2.44	10.00	52	41	50
6	50.00	22.58	15.79	27.50	54.84	57.89	*	19.35	23.68	*	3.23	2.63	40	31	38
7	*	19.23	17.14	65.52	61.54	45.71	*	3.85	31.43	*	15.38	5.71	29	26	35
8	39.29	15.38	18.52	42.86	46.15	44.44	*	23.08	37.04		15.38	0.00	28	26	27
All Grades	38.22	21.50	23.40	34.51	45.79	40.04	15.66	22.80	24.68	11.62	9.91	11.88	594	535	547

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	17.70	3.54	4.00	18.58	28.32	17.00	56.64	54.87	52.00	*	13.27	27.00	113	113	100
1	28.24	0.00	4.92	27.06	22.58	27.87	17.65	37.63	29.51	27.06	39.78	37.70	85	93	61
2	32.32	16.47	7.89	38.38	44.71	39.47	14.14	29.41	19.74	15.15	9.41	32.89	99	85	76
3	*	3.23	5.43	31.43	30.65	15.22	48.57	45.16	50.00	18.57	20.97	29.35	70	62	92
4	*	1.72	4.41	39.74	56.90	26.47	28.21	34.48	44.12	19.23	6.90	25.00	78	58	68
5	23.08	7.32	8.00	44.23	19.51	22.00	23.08	58.54	36.00	*	14.63	34.00	52	41	50
6	*	3.23	5.26	27.50	32.26	23.68	55.00	51.61	50.00	*	12.90	21.05	40	31	38
7	*	0.00	2.86	41.38	46.15	31.43	*	50.00	45.71	*	3.85	20.00	29	26	35
8	*	7.69	7.41	*	46.15	33.33	*	30.77	48.15	*	15.38	11.11	28	26	27
All Grades	18.52	5.05	5.48	32.15	34.58	24.86	34.01	43.18	41.50	15.32	17.20	28.15	594	535	547

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	42.48	11.50	11.00	47.79	76.11	72.00	9.73	12.39	17.00	113	113	100
1	61.18	41.94	36.07	28.24	52.69	50.82	*	5.38	13.11	85	93	61
2	61.62	32.94	30.26	36.36	62.35	63.16	*	4.71	6.58	99	85	76
3	30.00	6.45	25.00	64.29	67.74	55.43	*	25.81	19.57	70	62	92
4	35.90	46.55	29.41	53.85	50.00	55.88	*	3.45	14.71	78	58	68
5	46.15	7.32	24.00	48.08	90.24	60.00	*	2.44	16.00	52	41	50
6	37.50	32.26	5.26	52.50	54.84	78.95	*	12.90	15.79	40	31	38
7	37.93	15.38	8.57	51.72	73.08	71.43	*	11.54	20.00	29	26	35
8	42.86	23.08	22.22	53.57	57.69	70.37	*	19.23	7.41	28	26	27
All Grades	45.79	25.05	22.30	46.63	64.86	62.89	7.58	10.09	14.81	594	535	547

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	31.86	11.50	20.00	57.52	66.37	48.00	10.62	22.12	32.00	113	113	100
1	32.94	7.53	19.67	50.59	74.19	57.38	16.47	18.28	22.95	85	93	61
2	47.47	23.53	18.42	45.45	69.41	69.74	*	7.06	11.84	99	85	76
3	42.86	38.71	32.18	38.57	48.39	51.72	18.57	12.90	16.09	70	62	87
4	25.64	37.93	34.38	38.46	56.90	56.25	35.90	5.17	9.38	78	58	64
5	34.62	56.10	61.70	42.31	39.02	31.91	23.08	4.88	6.38	52	41	47
6	52.50	19.35	51.35	40.00	74.19	48.65	*	6.45	0.00	40	31	37
7	48.28	50.00	50.00	48.28	34.62	50.00	*	15.38	0.00	29	26	32
8	50.00	34.62	59.26	46.43	46.15	40.74	*	19.23	0.00	28	26	27
All Grades	38.38	25.61	33.15	46.30	60.93	52.17	15.32	13.46	14.69	594	535	531

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	12.39	0.88	2.02	74.34	83.19	70.71	13.27	15.93	27.27	113	113	99
1	36.47	9.68	18.03	41.18	44.09	45.90	22.35	46.24	36.07	85	93	61
2	48.48	14.12	15.79	32.32	76.47	55.26	19.19	9.41	28.95	99	85	76
3		1.61	5.43	65.71	72.58	47.83	34.29	25.81	46.74	70	62	92
4	*	5.17	8.82	60.26	77.59	57.35	30.77	17.24	33.82	78	58	68
5	21.15	12.20	18.00	63.46	73.17	44.00	*	14.63	38.00	52	41	50
6	*	3.23	5.26	35.00	45.16	34.21	62.50	51.61	60.53	40	31	38
7	*	3.85	2.86	51.72	61.54	42.86	37.93	34.62	54.29	29	26	35
8	*	15.38	18.52	*	53.85	37.04	42.86	30.77	44.44	28	26	27
All Grades	20.71	6.92	9.71	52.86	68.04	51.83	26.43	25.05	38.46	594	535	546

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	48.67	33.63	16.00	44.25	47.79	46.00	*	18.58	38.00	113	113	100
1	14.12	2.15	6.56	58.82	74.19	55.74	27.06	23.66	37.70	85	93	61
2	29.29	16.47	13.16	62.63	69.41	52.63	*	14.12	34.21	99	85	76
3	18.57	24.19	8.70	65.71	62.90	63.04	15.71	12.90	28.26	70	62	92
4	47.44	17.24	4.41	43.59	77.59	79.41	*	5.17	16.18	78	58	68
5	50.00	9.76	6.00	42.31	80.49	80.00	*	9.76	14.00	52	41	50
6	*	35.48	15.79	90.00	61.29	76.32		3.23	7.89	40	31	38
7	*	26.92	2.86	79.31	73.08	94.29	*	0.00	2.86	29	26	35
8	*	0.00	7.41	85.71	88.46	92.59		11.54	0.00	28	26	27
All Grades	31.14	18.88	9.69	58.42	67.29	65.63	10.44	13.83	24.68	594	535	547

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:

Each year, Driffill continues to reclassify students who meet district metrics for reclassification. We still have a large population of EL students due to the fact that every year we have newly enrolled TK and Kinder students. Driffill will continue to provide additional supports such as scaffolding, vocabulary development, and exposure to academic English language. Driffill continues to target interventions in the areas of reading and writing for our EL students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts, Math and Science

LEA/LCAP Goal

All students will reach high academic standards in reading, mathematics and science.

Goal 1

All Students will reach high 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	We will be using the baseline data from 2021-22 CAASPP scores. 23% of 3rd Grade students met or exceeded standards 20% of 4th Grade students met or exceeded standards 23% of 5th Grade students met or exceeded standards 18% of 6th Grade students met or exceeded standards 25% of 7th Grade students met or exceeded standards 20% of 8th Grade students met or exceeded standards	Students will grow by moving one or two levels across the different bands in CAASPP. The percentage of students on the CAASPP test who have scored met and exceeded will increase by: 3rd Grade: 12%. 4th Grade: 12% 5th Grade: 12% 6th Grade: 12% 7th Grade: 12% 8th Grade: 12% The percentage of students who scored Not Met will be decreased by 10% in all grade levels.
CAASPP Math	We will be using the baseline data from 2021-22 CAASPP scores. 35% of 3rd Grade students met or exceeded standards	Students will grow by moving one or two levels across the different bands in CAASPP. The percentage of students on the CAASPP test who have

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	17% of 4th Grade students met or exceeded standards 11% of 5th Grade students met or exceeded standards 5% of 6th Grade students met or exceeded standards 7% of 7th Grade students met or exceeded standards 11% of 8th Grade students met or exceeded standards	scored met and exceeded will increase by: 3rd Grade: 12%. 4th Grade: 12% 5th Grade: 12% 6th Grade: 12% 7th Grade: 12% 8th Grade: 12% The percentage of students who scored Not met will be decreased by 10% for all grade levels.
STAR 360 ELA	Baseline data from 2021-22 STAR 360 (Spring): 28% of 3rd-grade students were at or above benchmark 24% of 4th-grade students were at or above benchmark 31% of 5th-grade students were at or above benchmark 21% of 6th-grade students were at or above benchmark 20% of 7th-grade students were at or above benchmark 20% of 8th-grade students were at or above benchmark	The percentage of students on the STAR 360 ELA who are at or above benchmark will increase by: 3rd- 5th Grade: 12%. 6th- 8th Grade: 15%
STAR 360 Math	Baseline data from 2021-22 STAR 360 (Spring): N/A of K grade students were at or above benchmark 41% of 1st-grade students were at or above benchmark 28% of 2nd-grade students were at or above benchmark 32% of 3rd-grade students were at or above benchmark 21% of 4th-grade students were at or above benchmark 25% of 5th-grade students were at or above benchmark 5% of 6th-grade students were at or above benchmark 9% of 7th-grade students were at or above benchmark 0% of 8th-grade students were at or above benchmark	The percentage of students on the STAR 360 Math who are at or above benchmark will increase by: 1st-2nd Grade: 12% 3rd-5th Grade: 15%. 6th-8th Grade: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy	81% of K grade students were at or above benchmark 71% of 1st-grade students were at or above benchmark 37% of 2nd-grade students were at or above benchmark	90% of our TK-1st grade students will meet or exceed the benchmark on the STAR Early Literacy. 80% of our 2nd-grade students will meet or exceed the benchmark on the Star Early Literacy.
ELPAC/Reclassification	42 English Learners were reclassified as a result of meeting the reclassification criteria in 2021-22.	The number of English Learners reclassified to R-FEP will be a minimum of 20% of our total EL population. Each year we have new TK/Kinder students that enroll in Driffill as EL students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Regular scheduled grade level and content level collaboration, training, coaching, and extended professional opportunities to collaborate will be offered to our Leadership Team and site teachers. During collaboration time teachers will analyze data to determine an instructional focus driven by student needs for support in Tier 1. Collaboration will be used to desegregate data, identify student-centered needs and align grade level standards. Teachers will use board adopted materials to implement the State Standards (CCSS) in ELA, Math, Science and ELD in all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

5,171.00	Title I 1000-1999: Certificated Personnel Salaries Teacher extra pay
5,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Opportunities for additional instructional support including digital and in-person peer coaching, professional development workshops, and in-person and virtual peer observation of BEST practices will be supported. Progress monitoring will occur by grade level or with individual teachers to identify specific students requiring support. Substitute teachers will be provided in order for teachers to observe peers or to engage in progress monitoring. Additional planning and collaborative time outside of contractual hours will be given to teachers for collaboration and reflection with grade-level colleagues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Salaries for subs
10,000.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide additional planning time for implementation and breaking down of DLI units and standards for TK-8th grade. Provide and support professional development opportunities within the district and county. Provide resources and materials to enhance the instruction and implementation of bi-literacy units. Purchase classroom and school library Spanish-language and bilingual books, magazines, and apps for student and teacher use. Provide additional planning days for DLI teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,651.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Teacher Hours, Professional Development Costs
1,155.00	LCFF - Intervention 4000-4999: Books And Supplies Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Opportunities for professional development in a variety of instructional practices that include AVID, Math, Balanced Literacy, and STEM/STEAM strategies to enhance student engagement, collaboration, inquiry-based pedagogy, and higher-level thinking skills. Professional development as related to AVID and STEM/STEAM strategies will include additional planning and collaboration time for AVID Site Team, AVID teachers, AVID Coordinator, Science, and Math Teachers specifically supported by OSD Math Manager, Technology, History-Social Science and Science TOSAs. We will host AVID/STEM/STEAM guest speakers and field trips.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development

8,257.00	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours and subs
12,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Hours and subs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Incentive Program will be developed to support, encourage, and celebrate students that show gains in their scale scores on STAR Reading and Math tests as well as meet goals in ST Math and Lexia.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Supply technology apps, computer devices and software that support student mastery of standards in ELA, DLI, Science and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

8,971.00	LCFF 6000-6999: Capital Outlay Student Laptops
4,000.00	Title I 5000-5999: Services And Other Operating Expenditures ELA/Math Apps

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The STAR 360 Reading, Early Literacy and Math assessments will be administered at least 3 times a year with results being uploaded to the appropriate data systems and shared with families. Grade levels will also create an assessment calendar to regularly monitor students, evaluate, analyze results and use this information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Star 360 program

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide virtual and in-person Family Learning Academy, Enrichment Clubs, and Athletic Clubs with an emphasis on AVID, Growth Mindset, Environmental Science, STEM/STEAM, and other Social Emotional Learning (SEL) strategies designed for all students. Family Learning Academies (for both students and parents) and Enrichment Clubs (for students) will specifically aim at struggling students, i.e. middle school students with Ds & Fs as well as students who want and/or need social and emotional supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours
12,000.00	Title III 4000-4999: Books And Supplies Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target English Learners and Reclassified English Proficient students at Driffill.

Strategy/Activity

1) Support all English Learners and Reclassified Fluent English Proficient students in collaboration with both the Designated and Integrated ELD teachers to monitor, analyze, strategize, and write instructional plans and provide options for before and after school intervention as well as Tier 1 Integrated and Designated ELD instruction. 2) Collaboration between the Designated and Integrated ELD teachers (across grade-level and peers across the district) to implement instructional strategies as set forth in the plan to improve instruction. 3) The Language Appraisal Team will meet regularly with teachers to use data to determine reclassification.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	Title III 1000-1999: Certificated Personnel Salaries Extra Hours

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Administration will conduct data/progress monitoring conferences and accountability talks with teachers at least twice a year to discuss student progress, Tier 1 instructional strategies, assessment data and determine potential Tier 2 Intervention needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title I 1000-1999: Certificated Personnel Salaries Substitute salaries
10,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitute 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.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Virtual or In-person Academic Support/ Social Emotional Camps, to take place during school breaks ie. Winter Break, will be offered to target academic needs, support test taking strategies, reduce D and Fs among middle school students, and build social and emotional learning competencies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Salaries
4,000.00	LCFF 4000-4999: Books And Supplies Hospitality

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Staff and parents will attend conferences and training to support the curriculum, academy strands, and general needs of students:
State Kindergarten Conference
Autism
AVID Summer Institute or Digital XP
Math
Balanced Literacy
TK/K Instruction Support
DUAL Language
CABE/Bilingual Local and State Conference
Social Studies/History
Science/STEAM/STEM/Environmental Sciences
PBIS-STOIC & CHAMPS
PE Conferences
Social and Emotional Learning
Technology
CTE- Career Pathways

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees
7,000.00	Title III 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees
11,000.00	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees
2,000.00	Title I 2000-2999: Classified Personnel Salaries Translations

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Renaissance Star, Lexia, STMath, Mystery Science, and Accelerated Reader Programs were purchased to support the assessment and the academic program for all students. The use of these programs allows teachers to individualize and differentiate Tier 1 support. The data used from the programs provide pertinent information to teachers so they can target specific areas of student need and maintain a focused approach to intervention during Tier 1 instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded District Contracts

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The MyOn Program was purchased to support literacy for all students. This program provides reading opportunities inside and outside the school setting in order to improve reading and comprehension skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded District contract

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Tier 2 instruction (intervention) will be provided for students who have not made academic growth based on grade level assessments through a small group pull-out model as well as before and after school options. Interventions will aim to mitigate to accelerate learning to support students reach mastery of the grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Two Intervention Support Providers will support target students in ELA, DLI and Math during school hours in a small group pull-out and/or push-in model to provide targeted, intentional instruction based on Tier 1 data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Teacher
24,000.00	Title I

	1000-1999: Certificated Personnel Salaries ISP Teacher

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Staff will monitor at-risk students through the MTSS/SST process and provide information to parents. Support and provide incentives and resources to students, parents and families to improve attendance and student engagement, and to address social-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title I 1000-1999: Certificated Personnel Salaries Subs - certificated staff
9,000.00	Title I 4000-4999: Books And Supplies Materials and incentives

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Students will participate in virtual or in-person field trips and enrichment activities (to the extent allowed by health regulations) to support both academics and social emotional learning competencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
1,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Fees

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target first-generation college-bound students in the AVID program at Driffill.

Strategy/Activity

AVID tutors will be hired to provide extra support for all AVID students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,260.00	LCFF 2000-2999: Classified Personnel Salaries Tutor salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

All Middle School Students will participate in virtual and in-person (to the extend permissible by health regulations) field trips, guest speaker presentations, and enrichment activities that support WICOR (Writing, Inquiry, Collaboration, Organization and Reading). Driffill will provide related supplies and student materials to support the college-and-career-ready mindset and the organizational component of the WICOR strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,900.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Fees
3,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Transportation
2,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Fees

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Purchase supplemental books, supplies, materials and technology for instructional staff and students to enhance the adopted curriculum, Tier 1 instruction and implementation of state standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	Title I 4000-4999: Books And Supplies Books other than textbooks, Materials and Supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

In order to have a smooth transition into TK/Kindergarten and middle school, the teachers will host a Meet and Greet and orientations with parents prior to the start of the year to introduce the program, expectations and goals for the year. We have high school representatives come to campus to help register our 8th grade students for high school. In addition, multiple parent meetings are offered throughout the year to support the transition to high school, ie.communicate new high school processes and new high school expectations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I 1000-1999: Certificated Personnel Salaries Extra Hours
2,000.00	Title I 4000-4999: Books And Supplies Materials

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide virtual or in-person After-School Enrichment activities (to the extent feasible given health regulations) including Art, Music, Science, Dance, Book Club, Chess Club, Gardening Club and Fitness. Driffill will be partnering with the Ventura County Office of Education to bring positive youth development to the middle school students with the Friday Night Live program. Additionally, provide opportunities for mentor middle school students to connect with younger students in Big Buddy Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,897.00	Title I 1000-1999: Certificated Personnel Salaries Extra Hours
2,000.00	Title I 4000-4999: Books And Supplies Materials
1,000.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
20,000.00	LCFF 4000-4999: Books And Supplies Materials

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Support Staff will be provided by the District: A Tier 2 Literacy Intervention Specialist will support K-5 (English).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Salary

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

New Teacher Induction Mentors and OSD District Math Manager, Science, Technology and ELD TOSAs will provide training and support on a regular basis to assist teachers to implement a rigorous academic program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Salaries and Extra Hours

Strategy/Activity 26

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Analyze and examine site created environmental science and global awareness units to ensure alignment to OSD Student Profile, NGSS Standards and other content area standards. Access to science apps that support NGSS and the science strand will be provided.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Science Apps

Strategy/Activity 27

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide extra clerical help to support all aspects of the instructional program including COVID reporting and safety protocols for students, staff and community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF 2000-2999: Classified Personnel Salaries clerical extra help and overtime hours

Strategy/Activity 28

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Ensure the efficiency of operating costs in order to ensure full access to required equipment, materials, supplies and services to support the core instructional program. In addition, to repair and replace any outdated and needed instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Services and other operating expenditures-equipment maintenance
4,000.00	LCFF 4000-4999: Books And Supplies Ink for copy machines and printers
4,000.00	LCFF 4000-4999: Books And Supplies cost to replace old computer equipment and supplies

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

Given the most recent CAASPP and ELPAC scores, Driffill students have demonstrated growth in English Language Development, ELA and math. However, the most recent reported scores also indicate areas of instructional focus for the 2022-2023 school year. With a continued focus to accelerate learning, Driffill will hire additional Intervention Service Providers to target students in all grades 1-8. In addition, we plan to target Tier 1 instructional needs by regularly analyzing data, and responding to student needs. Driffill is dedicated to strengthening our PLC model with the implementation of research-based strategies, peer mentoring, and vertical grade level alignment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are prioritizing professional learning and collaboration to respond to the specific needs academic and social-emotional needs of students after returning to in-person learning. Driffill is committed to creative solutions to maximize the number of teachers, substitutes to allow for intentional, additional, collaboration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Driffill has identified that stronger PLC's will enable teacher leaders to support the facilitation of planning time, analyze data, implement research based instructional practices in response to student data. Driffill is incorporating technology apps such as STMath for Math and Lexia for Language Arts to supplement Tier I instruction and targeted learning acceleration.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support, School Climate, Attendance and Safety

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Number of suspensions for 2021-22 were 75	Suspension Rates for 2022-2023 will decrease by 40% of the students suspended by June 2023.
Attendance Data	Chronic Absenteeism rates for 2021-22 was 28%	Chronic Absenteeism rates for 2022-2023 will decrease by 10%.
Behavioral Referrals to the office	Number of Referral for 2021-22 were 284 office referrals.	Referral Rates for 2022-2023 will decrease by 10%.
Panorama Survey Data	Emotional Regulation - 46% of 3-5th students responded that they are able to regulate their emotions. Emotional Regulation - 42% of 6 -8th students responded that they are able to regulate their emotions.	Increase Emotional Regulation reporting by 15%
Panorama Survey Data	Self-Management- 67% of 3-5th students reported they were able to manage their emotions, thoughts and	Increase Self-Management reporting to 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	behaviors in different situations. Self-Management- 59% of 6-8th students reported they were able to manage their emotions, thoughts and behaviors in different situations.	
Panorama Survey Data	Social Awareness- 67% of 3-5th students reported they are consider perspectives of others and empathize with them. Social Awareness- 52% of 6-8th students reported they are consider perspectives of others and empathize with them.	Increase Social-Awareness reporting to 15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Driffill will have campus supervisors working varied schedules throughout the day to cover before and after school arrival and dismissal, hallways, locker room, recess, lunch and occasional extra activities. An additional campus supervisor will be hired to increase safety and student wellness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I No additonal cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Driffill will utilize a youth development approach and respond to student voice, creating after-school engagement activities and clubs, including, but not limited to: homework club, book club, gardening club, art club, math club, fitness/sports, social-emotional health will be provided. Provide incentives and or rewards for participation in these activities. Activities and clubs will promote healthy, social-emotional habits, and support development of positive peer relationships.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	LCFF - Intervention 4000-4999: Books And Supplies awards
3,000.00	LCFF 4000-4999: Books And Supplies Motivational incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Our PBIS Team will support CHAMPs, positive attendance, engagement, and behaviors in classrooms and in all school activities in support of the whole child in a culturally responsive approach. The team will develop and implement strategies that support academically productive student behaviors and that build individual and collective social awareness, and social skills/strategies among students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded CHAMPS program
3,000.00	LCFF 1000-1999: Certificated Personnel Salaries PBIS-Extra Teacher Hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Using a PBIS approach, Driffill will aim to not only increase positive behaviors with students but also foster strong staff relationships. We know that the student school culture reflects the adult school culture, therefore we have imbedded positive relationship building and moral increases opportunities within staff meetings and other times throughout the year. Additionally PBIS conferences, webinars, professional development, guest speakers and assemblies will be offered to staff, students, parents, and campus supervisors. Supplemental materials and release time for PBIS team to develop student behavior plans will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF 1000-1999: Certificated Personnel Salaries Collaboration Time- extra Teacher Hours
5,000.00	LCFF 2000-2999: Classified Personnel Salaries Extra Hours for Campus Supervisors

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Attendance and Engagement Incentives will be awarded to students who demonstrate positive attendance. Incentives, celebrations, assemblies will be available virtually and in-person.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCFF 4000-4999: Books And Supplies Materials
	District Funded Outreach Consultant salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide positive student behavior supports and award incentives to students who improve who demonstrate improved positive behaviors. Incentives/celebrations will be available virtually and in-person.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF 4000-4999: Books And Supplies Materials
	District Funded Counselor salary
	District Funded Psychologist salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Apps and other social skills building equipment will be purchased to support Positive Behavior, Attendance, Social-emotional, and Growth mindset.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Software

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all middle-school Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Comprehensive and Preventative Health, Anti-Vaping program from the Ventura County Office of Education will be utilized along with the Friday Night Live program to ensure students are aware of healthy choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

AVID Enrichment Activities will be provided such as field trips to universities, guest speakers, engagement incentives, and student workshops to encourage a positive college going culture. Provide materials and supplies that support the college-and-career-ready mindset and organizational strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Admission and Fees
2000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation
700.00	LCFF 4000-4999: Books And Supplies Materials

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Site Administrators with input from various committees (SSC, ELAC, Leadership etc) will develop the School Safety Plan to be implemented by all teachers and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF

	1000-1999: Certificated Personnel Salaries Extra Hours

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide additional hours for campus supervisors to help monitor the playground and cafeteria during recess and lunch times to ensure student safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF 2000-2999: Classified Personnel Salaries Extra Hours

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide social-emotional training, conferences and professional development to staff, counselors, ORC's and to campus supervisors, support staff, and parents. Supplemental materials and/or release time for participants to plan and deliver related training to colleagues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours

500.00	LCFF 4000-4999: Books And Supplies Materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Big Smiles Program is implemented to provide dental care for students who do not have dental coverage (If available)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

All students, staff, and parents (if on site) will participate in monthly safety drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Staff will follow the MTSS pyramid to address the behavior and socio-emotional needs of students. Additionally, Driffil has identified a need for a "Student Development Coach" who will provide social-skills and social-interaction lessons for TK-8 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)
	Title I No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Reinforce the PBIS model that is well structured with clear CHAMPs expectations. Therefore, Driffill will continue to provide structured activities and equipment during recess and lunch to support positive student interaction and healthy decision making, which will result in decrease in office discipline.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF - Intervention 4000-4999: Books And Supplies materials and supplies

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 social-emotional health of our students is equally as important as their academic success. Given the increased social-emotional needs of students and staff as a result of the COVID-19 pandemic, the strategies and activities outlined will prioritize student and staff safety and wellness in order to create a system of support for all. The strategies/activities that we have articulated will increase positive behavior on campus and in the community and will help eliminate negative behaviors. These activities also strive to address and support the social-emotional needs of our students and staff 2019-2020. Driffill was recognized as a Silver School in PBIS. 2020-2021, we received the Gold status and we will continue to strive to improve our practices as we reach for the platinum level.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

To address the need for targeted learning acceleration, we have designated maximum budget allocations to support attendance, engagement, and social-emotional wellness strategies. Additionally, Driffill continues to receive multiple transfer students with tier 3 social-emotional, and behavioral needs. Given the high number of student needs and the ongoing effect to fill vacant positions across the board, our counselor and Outreach Specialist, teachers, support, and administration have found it challenging to contact and build relationships that support student needs. In such cases, expenditures may deviate from outlined strategies and activities due to individual family circumstances and their unique needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Given the on-going impact of the pandemic, the implementation of these activities and strategies looks significantly different than years prior. Driffill will address this goal both virtually and/or in-person to the extent possible given health regulations. Driffill's goal continues to focus on increasing our daily attendance while also considering student engagement. Monitoring attendance, engagement and family communication must be a collaborative effort including teachers, parents, administration, the attendance clerk, the counselor and the Outreach Specialists. Many of our attendance activities will be reviewed and revised to increase the parents' awareness of the importance of attendance and engagement. An incentive program will be created and implemented so that individual students and families get recognized for meeting their attendance goals and objectives.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate and partner in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities

To facilitate parent involvement in the educational and social-emotional well-being of their children.

To provide parents with technology training, equipment and resources for supporting distance learning and student engagement.

To provide a safe and productive learning environment for students to participate in distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Needs Assessment Survey	The EL needs Assessment surveys returned in 2021-2022, identified parent education, enrichment activities, and intervention as areas of growth/need.	Goal of 2022-2023 is to target areas of need and increase the response rate.
Average Attendance at ELAC	2021-2022 The average number of attendees at ELAC meetings was 16.	Goal of 2022-2023 is to increase the number of attendees at ELAC meetings by 10%
Parent Attendance at Back to School Night	2021-2022 Parents attended Back to School night Via Zoom. This number will be used as a Baseline for parent attendance.	2022-2023 The number of visitors to back to Back to School Night will increase by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data	2021-2022 parents completed the parent panorama survey. This number will be used as a baseline for parent	Increase parent responses by 40%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide parents with the school's weekly activities and information for all parent meetings. Modes of communication include Canvas, Blackboard, and Parentlink.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Messaging system

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in using technology, Literacy, Math, CHAMPS, PBIS, College Readiness, Cultural Proficiency, Growth Mindset, AVID Strategies, and/or other topics relevant to student success. Family Nights will be offered for parents, students, and staff to collaborate on various content/topics relating to Social Emotional, academics, and family connections/relationship.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contracts and Services
4,000.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
12,000.00	LCFF 4000-4999: Books And Supplies Materials and Supplies
1,000.00	Title III 1000-1999: Certificated Personnel Salaries Translation Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Student Parent Compact and Parent Involvement Policy with feedback from stakeholders will be updated and distributed to parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal 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.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Parents will be invited to review 8th promotion criteria for all middle school families to ensure clear understanding and partnership. Translators will be provided.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
720.00	Title III 2000-2999: Classified Personnel Salaries Translation Services

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

ELAC, Title I/Cafe con Padres and SSC virtual and in-person meetings are scheduled for the year and are posted on our website, connect ed messages, and digital bulletins, and paper notices will go home with students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800.00	Title III 4000-4999: Books And Supplies Materials and Supplies
1,200.00	Title III 4000-4999: Books And Supplies Refreshments

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Parent Conferences are held in the Fall for all students to go over behavior and academic goal. Spring conferences are held for students who are not meeting academic and/or behavioral expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title III 2000-2999: Classified Personnel Salaries Translation Services

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

SST and 504 Meetings are held with parents and the team to review student progress and determine Tier 1 and Tier 2 interventions as needed. Provide materials, resources, and/or equipment for delivery of determined accommodations and interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,864.00	LCFF 4000-4999: Books And Supplies Materials, resources, apps, and/or equipment

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

IEPs will be held annually or as requested by parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF 1000-1999: Certificated Personnel Salaries Substitutes

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification. Awards and incentives may be delivered in a both in person and virtual platform to be more inclusive of families' schedules

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title III 4000-4999: Books And Supplies Materials and Supplies
4,000.00	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Translation and day-care services (when possible) will be provided at Back to School Night, conferences, and Family Nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title III 2000-2999: Classified Personnel Salaries Translators

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.

At Driffill we value a strong family partnership. Driffill strives to cultivate an inclusive learning community where everyone is Respected for their diverse perspectives, experiences, and cultural backgrounds. We believe positive connections and relationships with families and school staff directly impact student achievement. Given the ongoing impacts of the pandemic, Driffill must provide additional and targeted layers of family and parent support.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Despite the money allocated for our parents to attend workshops, only a small percent have been able to take advantage of the opportunities, in past years. The strategies outlined here provide more intensive outreach as well as a diverse range of opportunities to encourage increased family participation. Driffill has ventured into adjusting times and the delivery of events to accommodate different family schedules.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adjustments are continuously made to this goal in order to accommodate parent time constraints.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$161,017.00
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	$375,046.00

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	$97,468.00
Title III	$49,977.00

Subtotal of additional federal funds included for this school: $147,445.00

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	$125,795.00
LCFF - Intervention	$101,806.00

Subtotal of state or local funds included for this school: $227,601.00

Total of federal, state, and/or local funds for this school: $375,046.00

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	97,468.00	0.00
Title III	49,977.00	0.00
LCFF	125,795.00	0.00
LCFF - Intervention	101,806.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	125,795.00
LCFF - Intervention	101,806.00
Title I	97,468.00
Title III	49,977.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	22,500.00
2000-2999: Classified Personnel Salaries	LCFF	13,260.00
4000-4999: Books And Supplies	LCFF	61,064.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	13,000.00
6000-6999: Capital Outlay	LCFF	8,971.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	71,651.00
4000-4999: Books And Supplies	LCFF - Intervention	19,155.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	11,000.00

1000-1999: Certificated Personnel Salaries	Title I	49,068.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	19,000.00
5000-5999: Services And Other Operating Expenditures	Title I	14,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,500.00
1000-1999: Certificated Personnel Salaries	Title III	25,257.00
2000-2999: Classified Personnel Salaries	Title III	3,220.00
4000-4999: Books And Supplies	Title III	14,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	304,762.00
Goal 2	33,700.00
Goal 3	36,584.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Gilbert Elizarraraz	Principal
Liliana Medrano	Classroom Teacher
Lisa Perris	Classroom Teacher
Carlos Torres	Classroom Teacher
Jessica Orozco	Classroom Teacher
Mayra Velasquez	Other School Staff
Alex Salazar	Parent or Community Member
Myriam Cervantes	Parent or Community Member
Carina Torres	Parent or Community Member
Maricela Morales	Parent or Community Member
Monica Arias Melgoza	Parent or Community Member
Maria Azucena Reyna	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 13 2022.

Attested:

Principal, Gilbert Elizarraraz on 06/13/2022

SSC Chairperson, Myriam Cervantez on 06/13/2022

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Signature	Committee or Advisory Group Name
Marcela Morales	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.

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Attested:

Principal, Gilbert Elizarraraz on 06/13/2022

SSC Chairperson, Myriam Cervantez on 06/13/2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Elm Street School	56725386055289	June 6, 2022	August 24, 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.

Elm Street School will effectively meet the Every Student Succeeds Act (ESSA) by implementing the three Oxnard School District goals: Goal 1- All students will reach high academic standards in reading and mathematics. Goal 2- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning. Goal 3 - Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. The Oxnard School District Student Profile with the seven traits will be at the forefront of our decision making. We also need to keep the following in mind: Accelerating Learning means students have access to grade-appropriate standard and strong instruction that addresses the gaps in prior learning within the context of grade-appropriate content so they can demonstrate mastery of grade-level content, addressing gaps and unfinished learning is not new. It is important to address unfinished learning and gaps through an Accelerated Learning

approach in Tier 1 instruction, instead of only using remediation, and we need to leverage learnings from the pandemic as we plan for accelerating learning for all students, keeping in mind the emotional toll that resulted from the pandemic.

Elm St. School will focus on the area of teaching and learning to successfully meet the needs of all students. Elm's Mission is to ensure that all students receive a high quality education from fully qualified caring teachers whose research-based practices help them connect with the 21st century expectations through the arts, sciences, and technology. Elm's Vision is to establish a safe, professional, bilingual learning community where educators use data to drive instruction, collaborate toward common goals, and work with families, students, and community members toward becoming successful contributing members of society, while addressing the needs of the whole child. The staff is dedicated to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades Transitional Kindergarten through 5th grade. We will implement CCSS through the following state adopted programs McGraw-HIll, My Math and Wonders/Maravillas. We will also be implementing the Dual Language Biliteracy Unit Frameworks which are standards based in Kindergarten, First, Second, Third and Fourth grade written by our District to ensure CCSS is at the forefront in our Dual Language Classes. In addition, we implement several intervention programs. These interventions include small group instruction with Classroom Teachers, Literacy Intervention Teacher and Instructional Support Providers. The Literacy Intervention Teacher and the Instructional Support Providers will be using The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as their primary resource. The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking via Depth of Knowledge for all students. In order to implement CCSS, the Elm St. teachers are committed to meeting consistently in Professional Learning Communities in order to increase student achievement. Teachers focus on data driven instruction, assess students formally and informally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. The Elm St. teachers will continue Progress Monitoring their students to ensure the academic needs of the students are met. The Elm St. School Staff will focus on Positive Behavior Intervention Supports (PBIS) through the use of CHAMPS and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Teachers are also committed to ensure the social emotional needs of students by implementing Community Circles. Families and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Elm St. School maintains continual communication with all stakeholders through School Site Council (SSC), English Language Advisory Committee (ELAC), Title 1 Meeting, Coffee with the Principal, PTA meetings, Elm's website, Class Dojo and Blackboard Connect Telephone communication system.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Instructional Leader is documenting a systematic approach to visiting classrooms to focus on the School-Wide Goals, and the Instructional "Look Fors" in order to give immediate positive feedback. Instructional Leaders goal is to consistently visit classrooms and take anecdotal notes in order to observe daily routines and teaching practices, provide support and guidance to ensure Common Core State Standards are being taught with fidelity at a rigorous level implementing Depth of Knowledge.

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)

Oxnard School District's (OSD) Student Profile puts an emphasis on the development of the entire child to be successful in a variety of traits. One trait is for students to be prepared to succeed in local and state measures in all academic areas. Elm St school is committed to honor the OSD Student Profile through a variety of components. One of the components to ensure student success is through Professional Learning Communities. Through Professional Learning Communities (PLC) teachers will analyze and interpret data through the use of the following assessments tools to improve student achievement. The following tools will be used:
STAR 360 Assessments in Math, Early Literacy & Reading in English, as well as Spanish for the Dual Language Immersion Program
English Language Proficiency Assessment for California (ELPAC)
California Assessment of Student Performance and Progress (CASSPP)
Interim Assessment Blocks (IAB)
Essential Literacy Skills (ELS)
Curriculum Benchmarks
Leveled Literacy Intervention (LLI)
Progress Monitoring Data

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will meet weekly in Professional Learning Communities (PLC) to monitor student progress via the curriculum embedded assessments as well as discuss best teaching practices in order to move students forward academically. Student instructional groups for Universal Access, English Language Development, and intervention groups are determined based on these assessments. Teachers will also continue Progress Monitoring in order to meet the different needs of students.

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. A 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.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 four additional professional development days for all teachers (2 in the summer before school starts and 2 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)

Bi-monthly staff meetings will be coordinated so that grade level meetings will be incorporated which will give teachers the opportunity to meet by grade level in order to collaborate on best teaching practices and monitor student growth. The three School-Wide goals during the 2022-2023 academic year are writing across the curriculum, oracy and growth mindset in Math and English Language Arts. One of the teaching practices that we will continue to focus on more this year is writing across the curriculum, with an emphasis in Math. The emphasis will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to continue to incorporate a Growth Mindset approach to learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials. Hot-Spots have been provided to households in need of them, so that every child has accessibility to district applications like Lexia & ST Math.

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, and provided to our students that are on Independent Study Additional on-line resources have been centrally purchased to provide access to standards-aligned materials remotely via the internet. 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)

Oxnard School District's (OSD) Student Profile was developed to ensure opportunity and equal educational access for all students. OSD wants to ensure all students are prepared for the future and challenged to select rigorous courses in their future endeavors. Equipped with the tools, knowledge, and skills to be high school, college, and career ready. First instruction is a critical component to enable under-performing students to meet standards, and to ensure we have the Student Profile traits at the forefront. Teachers will continue to Progress Monitor their students to ensure underperforming students meet standards. As a site, we will focus on the Instructional "Look Fors" as evidence for supporting instructional goals. Elm St. School spent a considerable amount of time analyzing all the Instructional "Look Fors" and coming to consensus, with an emphasis on how to support students. Instructional "Look Fors" for the 2022-2023 academic year will be active participation of all students with scaffold support provided by teachers, instruction and student work are based on grade level CCSS, frequent checking for understanding and corrective feedback, and evidence of well-established routines and practices (CHAMPS) .

Evidence-based educational practices to raise student achievement

At Elm Street School, we will participate in Professional Learning Community practices, grade level teaming and collaboration to support first instruction. The Instructional "Look-Fors" have provided a foundation for best first instruction, and the Principal's classroom visits will have an instructional focus based on our School-Wide goals and the Instructional "Look Fors". The data collected from local assessments will guide and drive instruction in the classroom during whole group and small group intervention groups. Teachers will continue to Progress Monitor their students in a systematic format to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Elm St. School, throughout the school year, parents are invited to participate in a variety of educational and advisory opportunities. In March of 2020, when the school closure took place due to the COVID-19 pandemic, we learned to conduct our parent meetings virtually via Zoom. Agendas continue to be provided via our Elm website and sent to families via Class Dojo but most importantly we included Zoom link information for our families included with the Agenda. What we learned at Elm St. School is that our families were able to actively participate remotely from their homes, place of business or work location with a sense of ease. What we also learned is that families prefer to participate remotely because they could stay at home caring for their families, maintaining their business hours, and taking their lunch/dinner break from work to connect. During the 2022-2023 academic year, we will continue to offer meetings remotely. Coffee with the Principal has been moved from meeting in the morning to meeting in the late afternoon to accommodate family preferences. School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Teacher Association (PTA) will continue to be in the late afternoon to accommodate family preferences. Our SSC consists of 5 parents with direct input into our School Plan for Student Achievement (SPSA). The English Language Advisory Committee (ELAC) also provides recommendations to our SSC for English Language Learners (ELL) services to include into the SPSA. Parents are invited to our regularly scheduled SSC, ELAC, Coffee with the Principal, PTA, and Title I meetings to stay informed and provide input on programs available to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the educational programs at Elm St. School. Parent workshops, classes, and trainings are offered throughout the school year (CABE, Project 2Inspire, Triple P positive parenting, Healthy Bodies Healthy Minds, Nutrition, Mental Health, Family Reading Nights, Latino Literacy project, Loving Solutions, Parent Project, Citizenship, etc.). Parents are also encouraged to attend our Back to School Night which includes our Title 1 Meeting, Reading Nights, trimester awards ceremonies, and parent-teacher conferences in Fall and Spring.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

It is critical to have all the stake holders involved in the evaluation of the ConApp Programs. At Elm St. School, the Principal has developed a yearly calendar to ensure that all the stake holders are involved. During the 2022-2023 academic year, the Leadership Team will be meeting monthly, and notes are sent out to all Elm St. Staff at the end of the day. The notes have kept us accountable to meet with grade level teams about what was discussed and if anything needs to be discussed at the next Leadership Team or at the next Staff Meeting. The Principal also meets with the SSC, ELA, and PTA on a regular basis to share goals for the year. Coffee with the Principal is also an informal manner to receive recommendations or get feedback from the community. Even though Coffee with the Principal is an informal gathering, valuable information has been shared regarding school safety, and community safety at large.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following services will be funded to enable under performing students to meet the standards:
Transitional Kindergarten Paraprofessional Support
Kindergarten Paraprofessional Support
Paraprofessional Support by the hiring of two 8 hour positions
Intervention Support Providers (ISP)
Professional Learning Communities
Substitutes for SST/IEP meetings
Library Media Technician
Professional Development and Conferences

Centralized Funding has provided extra support through the hiring of a Literacy Intervention Teacher (LIT), which will target small group intervention in reading with an emphasis in the primary grades. Site funding through Title III will be allocated to support English Language Learners (ELL) by providing extra support through an Intervention Support Provider (ISP), which will also target small group intervention in reading. Title 1 funding will also be allocated to support underperforming students by providing extra support through an Intervention Support Provider (ISP), which will target small group intervention in reading.

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 Language Learners.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Instructional Leader began the involvement process for the SPSA and Annual Review and Update with the Leadership Team in May 2022 . The proposed 2022-2023 school budget was also shared along with the correlation of the three SPSA goals to the allocation of funding. Each grade level Leadership Team Member shared the SPSA at their grade level meeting and new goals were set for both English Language Arts and Mathematics. The Instructional Leader shared the SPSA along with the budget with SSC as well as the ELAC committee. The instructional Leader collected feedback from Leadership Team, Grade Level Teams, SSC and ELAC in order to support all the strategies/activities as written in the SPSA. The proposed 2022-2023 school budget was aligned directly with the three goals as stated in the SPSA. The SPSA is a living document and will be shared with stakeholders. We will be reviewing the effectiveness of each action as detailed in the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The substitute shortage has impacted our instructional program. Our teachers have not been able to attend Professional Development opportunities on a consistent basis due to the substitute shortage. The Paraprofessional shortage has impacted our instructional program, especially in Kindergarten.

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%	0%	%	0	0	
African American	0.18%	0.2%	%	1	1	
Asian	0%	0%	%	0	0	
Filipino	0.36%	0.6%	%	2	3	
Hispanic/Latino	96.98%	97.8%	%	545	521	
Pacific Islander	0.18%	0.2%	%	1	1	
White	1.96%	1.3%	%	11	7	
Multiple/No Response	0.36%	0%	%	2	0	
			Total Enrollment	562	533	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	94	72	
Grade 1	83	93	
Grade 2	95	82	
Grade3	87	93	
Grade 4	106	90	
Grade 5	97	103	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	562	533	

Conclusions based on this data:

Elm St. School had a significant loss of enrollment in Kindergarten. During the 2019-2020 academic year, Elm had four Kindergarten Classes, and we dropped down to three Kindergarten classes. Our enrollment went from 550 in the 2019-2020 academic year to 500 in the 2021-2022 academic year. We continue to have low enrollment. With

the addition of the Transitional Kindergarten Class added to Elm during the 2022-2023 Academic year, we are hoping it will encourage more families to enroll their children to Kindergarten for the upcoming years.

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	428	400	381	74.6%	71.2%	71.5%
Fluent English Proficient (FEP)	57	84	76	9.9%	14.9%	14.3%
Reclassified Fluent English Proficient (RFEP)	49	60	24	10.3%	14.0%	6.0%

Conclusions based on this data:

School and Student Performance Data

Star Early Literacy

Elm Street School											
		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
Grade K	71	17	24%	8	11%	6	8%	40	56%	4	785
Grade 1	72	37	51%	16	22%	7	10%	12	17%	2	766
Grade 2	24	23	96%	0	0%	1	4%	0	0%	1	739

Conclusions based on this data:

During the 2021-2022 STAR 360 Early Literacy Assessment Window, Elm St. School increased a total of 24% over the course of the year. During the Fall Window, 7.1% of students were at and above benchmark. At the End of Year Window, 31.1% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 8.8% lower within the at and above benchmark. The STAR 360 Early Literacy Spanish Assessment indicates that our students increased by 18.2% over the course of the year. During the Fall Window, 18.6% of students were at and above benchmark. At the End of Year Window, 36.8% of students were at and above benchmark. As compared to Oxnard District as a whole, we were 21% lower within the at and above benchmark. I want to celebrate and recognize that Elm St. School students made significant gains as compared to where they started this academic year and where they ended at the end of the year. The scores are a reflection on the work that is taking place in the classroom with First Instruction and Progress Monitoring. We will continue to strive for excellence and have high academic expectations.

School and Student Performance Data

Star Reading

Elm Street School											
		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 2	76	51	67%	18	24%	5	7%	2	3%	1	840
Grade 3	84	47	56%	24	29%	8	10%	5	6%	1	908
Grade 4	94	61	65%	17	18%	9	10%	7	7%	1	949
Grade 5	86	45	52%	15	17%	22	26%	4	5%	1	991

Conclusions based on this data:

During the 2021-2022 STAR 360 Reading Assessment Window, Elm St. School increased a total of 9.9% over the course of the year. During the Fall Window, 16.7% of students were at and above benchmark. At the End of Year Window, 26.6% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 4.8% lower within the at and above benchmark. The STAR 360 Reading Spanish Assessment indicates that our students increased by 5.8% during the course of the year. During the Fall Window, 42.3% of students were at and above benchmark. At the End of Year Window, 48.1% of students were at and above benchmark. As compared to Oxnard District as a whole, we were 2.1% lower within the at and above benchmark. I want to celebrate and recognize that Elm St. School students made significant gains as compared to where they started this academic year and where they ended at the end of the year. The scores are a reflection on the work that is taking place in the classroom with First Instruction and Progress Monitoring. We will continue to strive for excellence and have high academic expectations.

School and Student Performance Data

Star Math

Elm Street School											
		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 1	72	35	49%	30	42%	7	10%	0	0%	1	811
Grade 2	80	56	70%	14	18%	8	10%	2	3%	1	863
Grade 3	83	45	54%	21	25%	13	16%	4	5%	1	933
Grade 4	94	55	59%	25	27%	11	12%	3	3%	1	967
Grade 5	83	57	69%	14	17%	8	10%	4	5%	1	1004

Conclusions based on this data:

During the 2021-2022 STAR 360 Math Window, Elm St. School increased a total of 8.1% over the course of the year. During the Fall Window, 22% of students were at and above benchmark. At the End of Year Window, 30.1% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 9.4% lower within the at and above benchmark. I want to celebrate and recognize that Elm St. School students made significant gains as compared to where they started this academic year and where they ended at the end of the year. The scores are a reflection on the work that is taking place in the classroom with First Instruction and Progress Monitoring. We will continue to strive for excellence and have high academic expectations.

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 3	105	101		104	99		104	99		99	98	
Grade 4	114	99		114	99		114	99		100	100	
Grade 5	126	112		124	112		124	112		98.4	100	
All Grades	345	312		342	310		342	310		99.1	99.4	

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	2363.	2357.		9.62	6.06		18.27	9.09		17.31	30.30		54.81	54.55	
Grade 4	2375.	2405.		5.26	12.12		7.02	15.15		20.18	13.13		67.54	59.60	
Grade 5	2426.	2430.		4.84	6.25		16.13	17.86		23.39	17.86		55.65	58.04	
All Grades	N/A	N/A	N/A	6.43	8.06		13.74	14.19		20.47	20.32		59.36	57.42	

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 3	9.62	9.09		38.46	38.38		51.92	52.53	
Grade 4	7.89	11.11		34.21	36.36		57.89	52.53	
Grade 5	8.87	11.61		40.32	33.04		50.81	55.36	
All Grades	8.77	10.65		37.72	35.81		53.51	53.55	

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	3.85	5.05		36.54	38.38		59.62	56.57	
Grade 4	3.51	7.07		27.19	43.43		69.30	49.49	
Grade 5	6.45	4.46		35.48	42.86		58.06	52.68	
All Grades	4.68	5.48		33.04	41.61		62.28	52.90	

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

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	8.65	5.05		64.42	64.65		26.92	30.30	
Grade 4	2.63	12.12		60.53	53.54		36.84	34.34	
Grade 5	3.23	2.68		54.84	54.46		41.94	42.86	
All Grades	4.68	6.45		59.65	57.42		35.67	36.13	

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	11.54	6.06		36.54	44.44		51.92	49.49	
Grade 4	3.51	14.14		36.84	33.33		59.65	52.53	
Grade 5	9.68	14.29		41.13	34.82		49.19	50.89	
All Grades	8.19	11.61		38.30	37.42		53.51	50.97	

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:

Elm St. School students overall increased the percentage of students in the Met Standard and Exceeded Standard when comparing the 2018-2019 Academic year as compared the the 2021-2022 Academic year. When looking back over the last two years of not taking the CAASPP due to a Worldwide Pandemic and comparing where are students are at the present time, it is truly astonishing that our students are doing slightly better at the present time in third and fifth grade. This achievement is based on First Instruction by focusing on Common Core State Standards and the Priority Standards. The percentage of third grade students in the 2021-2022 academic year at the Met and Exceeded Standard are at 20% as compared to only 15.5% of third graders that were at the Met and Exceeded Standard in 2018-2019. The percentage of fourth grade students in the 2021-2022 academic year at the Met and Exceeded Standard are at 15% as compared to only 27.27% of fourth graders that were at the Met and Exceeded Standard in 2018-2019. The percentage of fifth grade students in the 2021-2022 academic year at the Met and Exceeded Standard are at 29% as compared to only 24% of fifth graders that were at the Met and Exceeded Standard in 2018-2019. We have a lot of work ahead of us, but we are on a positive trajectory when analyzing STAR 360 Scores in Early Literacy in English and Spanish as well as STAR 360 Reading scores in English and Spanish which has been a focus during the 2021-2022 Academic Year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	105	101		104	101		104	101		99	100	
Grade 4	114	99		114	99		114	99		100	100	
Grade 5	126	112		125	112		125	112		99.2	100	
All Grades	345	312		343	312		343	312		99.4	100	

* 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	2381.	2375.		3.85	5.94		19.23	8.91		25.96	33.66		50.96	51.49	
Grade 4	2401.	2425.		0.88	5.05		9.65	10.10		33.33	40.40		56.14	44.44	
Grade 5	2423.	2421.		1.60	1.79		4.00	3.57		23.20	22.32		71.20	72.32	
All Grades	N/A	N/A	N/A	2.04	4.17		10.50	7.37		27.41	31.73		60.06	56.73	

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	9.62	7.92		31.73	27.72		58.65	64.36	
Grade 4	5.26	7.07		23.68	29.29		71.05	63.64	
Grade 5	1.60	2.68		16.80	19.64		81.60	77.68	
All Grades	5.25	5.77		23.62	25.32		71.14	68.91	

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	10.58	9.90		38.46	45.54		50.96	44.55	
Grade 4	2.63	8.08		37.72	42.42		59.65	49.49	
Grade 5	1.60	2.68		30.40	25.89		68.00	71.43	
All Grades	4.66	6.73		35.28	37.50		60.06	55.77	

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	5.77	4.95		48.08	40.59		46.15	54.46	
Grade 4	6.14	8.08		38.60	43.43		55.26	48.48	
Grade 5	2.40	1.79		36.00	34.82		61.60	63.39	
All Grades	4.66	4.81		40.52	39.42		54.81	55.77	

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:

Elm St. School students overall increased the percentage of students in the Met Standard and Exceeded Standard when comparing the 2018-2019 Academic year as compared the the 2021-2022 Academic year. When looking back over the last two years of not taking the CAASPP due to a Worldwide Pandemic and comparing where are students are at the present time, it is truly astonishing that our students are doing slightly better at the present time in third and fifth grade. This achievement is based on First Instruction by focusing on Common Core State Standards and the Priority Standards. The percentage of third grade students in the 2021-2022 academic year at the Met and Exceeded Standard are at 16% as compared to only 14.85% of third graders that were at the Met and Exceeded Standard in 2018-2019. The percentage of fourth grade students in the 2021-2022 academic year at the Met and Exceeded Standard are at 7% as compared to 15.15% of fourth graders that were at the Met and Exceeded Standard in 2018-2019. The percentage of fifth grade students in the 2021-2022 academic year at the Met and Exceeded Standard are at 9% as compared to only 6% of fifth graders that were at the Met and Exceeded Standard in 2018-2019. We have a

lot of work ahead of us, but we are on a positive trajectory when analyzing STAR 360 Scores in Math which has been a focus during the 2021-2022 Academic Year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1414.2	1413.6	1409.0	1425.3	1424.2	1424.3	1388.2	1388.7	1373.3	79	66	41
1	1453.6	1443.4	1421.8	1458.3	1448.4	1436.7	1448.4	1437.8	1406.4	80	83	45
2	1486.9	1487.2	1450.7	1488.4	1488.0	1454.2	1484.9	1485.9	1446.9	78	75	66
3	1488.2	1479.8	1482.0	1479.8	1476.7	1479.5	1496.0	1482.3	1484.0	76	49	80
4	1493.9	1515.2	1502.2	1479.8	1504.8	1504.2	1507.4	1525.0	1499.8	59	52	65
5	1508.3	1525.1	1495.9	1496.4	1512.7	1490.8	1519.7	1537.0	1500.5	46	49	46
All Grades										418	374	343

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	18.99	6.06	2.50	30.38	34.85	37.50	31.65	46.97	47.50	18.99	12.12	12.50	79	66	40
1	33.75	6.02	2.22	28.75	24.10	26.67	22.50	51.81	33.33	15.00	18.07	37.78	80	83	45
2	42.31	18.67	4.55	39.74	38.67	39.39	14.10	36.00	37.88	*	6.67	18.18	78	75	66
3	*	8.16	12.50	32.89	36.73	22.50	39.47	36.73	43.75	19.74	18.37	21.25	76	49	80
4	*	13.46	10.94	55.93	53.85	43.75	28.81	30.77	32.81	*	1.92	12.50	59	52	64
5	*	16.33	2.17	52.17	48.98	34.78	*	26.53	43.48	*	8.16	19.57	46	49	46
All Grades	22.25	11.23	6.74	38.28	37.97	33.72	26.56	39.57	39.59	12.92	11.23	19.94	418	374	341

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	24.05	7.58	5.00	35.44	43.94	47.50	20.25	30.30	30.00	20.25	18.18	17.50	79	66	40
1	50.00	14.46	11.11	23.75	28.92	26.67	*	39.76	33.33	15.00	16.87	28.89	80	83	45
2	60.26	32.00	16.67	32.05	42.67	31.82	*	14.67	37.88	*	10.67	13.64	78	75	66
3	18.42	22.45	21.25	50.00	38.78	46.25	18.42	20.41	21.25	*	18.37	11.25	76	49	80
4	18.64	32.69	25.00	44.07	50.00	46.88	27.12	9.62	21.88	*	7.69	6.25	59	52	64
5	30.43	28.57	19.57	45.65	53.06	41.30	*	12.24	26.09	*	6.12	13.04	46	49	46
All Grades	34.69	22.19	17.60	37.56	41.71	40.47	16.03	22.73	27.86	11.72	13.37	14.08	418	374	341

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	*	3.03	2.50	*	25.76	10.00	65.82	62.12	72.50	*	9.09	15.00	79	66	40
1	28.75	3.61	0.00	26.25	20.48	22.22	18.75	50.60	28.89	26.25	25.30	48.89	80	83	45
2	33.33	10.67	1.52	34.62	37.33	30.30	19.23	28.00	36.36	*	24.00	31.82	78	75	66
3	*	4.08	3.75	22.37	14.29	23.75	38.16	55.10	40.00	35.53	26.53	32.50	76	49	80
4	*	9.62	4.69	40.68	32.69	18.75	38.98	50.00	45.31	18.64	7.69	31.25	59	52	64
5	*	6.12	2.17	41.30	28.57	6.52	28.26	57.14	56.52	*	8.16	34.78	46	49	46
All Grades	16.51	6.15	2.64	27.75	26.74	19.94	35.17	49.47	44.87	20.57	17.65	32.55	418	374	341

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	32.91	7.58	12.50	50.63	80.30	80.00	16.46	12.12	7.50	79	66	40
1	56.25	34.94	24.44	31.25	54.22	62.22	*	10.84	13.33	80	83	45
2	73.08	41.33	12.12	25.64	52.00	75.76	*	6.67	12.12	78	75	66
3	23.68	8.16	23.75	65.79	65.31	58.75	*	26.53	17.50	76	49	80
4	20.34	25.00	46.88	64.41	65.38	43.75	*	9.62	9.38	59	52	64
5	28.26	10.20	15.22	63.04	77.55	63.04	*	12.24	21.74	46	49	46
All Grades	40.91	23.26	23.46	48.33	64.44	62.76	10.77	12.30	13.78	418	374	341

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	30.38	24.24	12.82	45.57	54.55	58.97	24.05	21.21	28.21	79	66	39
1	41.25	3.61	13.33	42.50	75.90	48.89	16.25	20.48	37.78	80	83	45
2	58.97	26.67	19.70	35.90	58.67	62.12	*	14.67	18.18	78	75	66
3	26.32	38.78	26.25	56.58	44.90	60.00	17.11	16.33	13.75	76	49	80
4	37.29	38.46	34.38	52.54	55.77	57.81	*	5.77	7.81	59	52	64
5	50.00	71.43	38.64	43.48	24.49	50.00	*	4.08	11.36	46	49	44
All Grades	40.19	30.21	24.85	45.93	55.08	57.10	13.88	14.71	18.05	418	374	338

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	*	0.00	0.00	82.28	92.42	82.50	*	7.58	17.50	79	66	40
1	40.00	12.05	4.44	37.50	46.99	53.33	22.50	40.96	42.22	80	83	45
2	42.31	17.33	10.77	42.31	64.00	56.92	15.38	18.67	32.31	78	75	65
3	*	4.08	6.25	52.63	55.10	55.00	44.74	40.82	38.75	76	49	80
4	*	5.77	6.25	67.80	78.85	60.94	28.81	15.38	32.81	59	52	64
5	*	12.24	6.52	63.04	73.47	52.17	23.91	14.29	41.30	46	49	46
All Grades	19.38	9.09	6.18	56.70	67.38	59.12	23.92	23.53	34.71	418	374	340

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	29.11	25.76	12.82	56.96	63.64	71.79	13.92	10.61	15.38	79	66	39
1	13.75	3.61	2.22	56.25	69.88	48.89	30.00	26.51	48.89	80	83	45
2	28.21	8.00	3.03	60.26	64.00	62.12	*	28.00	34.85	78	75	66
3	18.42	10.20	11.25	67.11	73.47	65.00	14.47	16.33	23.75	76	49	80
4	23.73	21.15	4.69	66.10	75.00	70.31	*	3.85	25.00	59	52	64
5	32.61	10.20	4.44	60.87	85.71	66.67	*	4.08	28.89	46	49	45
All Grades	23.68	12.57	6.49	61.00	70.86	64.31	15.31	16.58	29.20	418	374	339

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:

During the 2021-2022 academic year, 20 students were re-classified. Elm increased their number of re-classified students by 19 as compared to the 2020-2021 academic year. Teachers continue to have a designated ELD block, which focuses on the four domains.

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 instruction
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts (ELA)	2018-2019 CAASPP Results by Grade Level: Grade 3 - 15% of students scored in the met/exceeded CAASPP score range Grade 4 - 27% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 24% of students scored in the met/exceeded CAASPP score ranges Overall in grades 3rd-5th, 22% of students scored in the met/exceeded range on the CAASPP. 2021-2022 CAASPP Results by Grade Level: Grade 3 - 20% of students scored in the met/exceeded CAASPP score range	Grade 3: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards. Grade 4:Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards. Grade 5: Students will demonstrate growth by moving one or two levels across the different bands in the ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4 -15 % of students scored in the met/exceeded CAASPP score ranges Grade 5 - 29% of students scored in the met/exceeded CAASPP score ranges Overall in grades 3rd-5th, 21.3% of students scored in the met/exceeded range on the CAASPP.	CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.
CAASPP Mathematics	2018-2019 CAASPP Results by Grade Level: Grade 3 - 15% of students scored in the met/exceeded CAASPP score ranges Grade 4 - 15% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 6% of students scored in the met/exceeded CAASPP score ranges Overall in grades 3rd-5th, 12%% of students scored in the met/exceeded range on the CAASPP. 2021-2022 CAASPP Results by Grade Level: Grade 3 - 16% of students scored in the met/exceeded CAASPP score range Grade 4 - 7% of students scored in the met/exceeded CAASPP score ranges Grade 5 -9 % of students scored in the met/exceeded CAASPP score ranges Overall in grades 3rd-5th, 10.6% of students scored in the met/exceeded range on the CAASPP.	Grade 3: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards. Grade 4: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards. Grade 5: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC - Reclassification	In the 2021-22 school year, 20 English Language Learners (ELL) met the ELPAC criteria and were reclassified.	
STAR Early Literacy	The percentage of students who scored At or Above in 2020-2021: Kindergarten: English - 7% & Spanish- 22% Grade 1: English- 10% & Spanish - 17% The percentage of students who scored At or Above in 2021-2022: Kindergarten: English - 56% & Spanish- 45% Grade 1: English- 17% & Spanish - 38%	Kindergarten : At the end of each trimester, students will increase 10% on their STAR 360 Early Literacy benchmark in English & Spanish. In addition 75% of all students will read CVC words in English and Spanish with 80% accuracy with prompting and support. Grade 1: At the end of each trimester, 50% of students will increase 5% on their STAR 360 Early Literacy benchmark in English & Spanish.
STAR Reading	The percentage of students who scored At or Above in 2020-2021: Grade 2: English - 17% & Spanish 38% Grade 3: English - 14% & Spanish 34% Grade 4:.English 19% & Spanish 50% Grade 5: English -17% & Spanish 55% The percentage of students who scored At or Above in 2021-2022:	Grade 2: At the end of each trimester, students will increase 10% on their STAR 360 Reading benchmark in English & Spanish Grade 3: At the end of each trimester, students will increase 10% on their STAR 360 Reading benchmark in English & Spanish Grade 4: At the end of each trimester, students will increase 20% on their STAR 360 Reading benchmark in English & Spanish

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 2: English - 9% & Spanish 44% Grade 3: English - 15% & Spanish 52% Grade 4:.English 17% & Spanish 51% Grade 5: English -30% & Spanish 50%	Grade 5: At the end of each trimester, students will increase 20% on their STAR 360 Reading benchmark in English & Spanish
STAR Math	The percentage of students who scored At or Above 2020-2021: Grade 1: English- 0% Grade 2: English - 0% Grade 3: English - 1% Grade 4:.English - 0% Grade 5: English - 0% The percentage of students who scored At or Above 2021-2022: Grade 1: English- 0% Grade 2: English - 13% Grade 3: English - 20% Grade 4:.English - 15% Grade 5: English - 14%	Grade 1: At the end of each trimester, 50% of students will increase 5% on their STAR 360 Math benchmark. Grade 2: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark. Grade 3: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark. Grade 4: . At the end of each trimester, students will increase 20% on their STAR 360 Math benchmark. Grade 5: At the end of each trimester, students will increase 20% on their STAR 360 Math benchmark.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide time through grade level collaboration via weekly meetings to meet in Professional Learning Communities (PLC) for at least one hour in order to increase the capacity of teachers to deliver effective data-driven instruction and to provide opportunities for teachers to collaborate to improve teaching and learning. Grade level collaboration is also a critical component of the Student Study Team process in order to share concerns regarding students and provide intervention supports. Teachers develop intervention opportunities for struggling students and once intervention data has been analyzed the next step would be to follow up with Student Study Team process to document concerns and follow through with next steps to support students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additonal cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure the appropriate time for language arts, mathematics, and ELD instruction at each grade level by monitoring daily classroom schedules and classroom visits. Principal is also monitoring rigorous first instruction during classroom visits. Teachers have also implemented progress monitoring, and are using the Group Intervention Tracking Form to review post assessments and next steps. As a result of implementing Progress Monitoring, the fourth and fifth grade teachers are administering the STAR 360 at the end of their 6-8 week cycle of intervention. The data will give teachers information for their next steps of intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional I 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.

Transitional Kindergarten & Kindergarten Students

Strategy/Activity

Provide Transitional Kindergarten instructional support through the hiring of one Paraeducator to augment the teaching and learning. The district will also provide Kindergarten instructional support through the hiring of two Paraeducators to augment the teaching and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries

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

Walkie-Talkie's will be maintained for communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Walkie-Talkie Repairs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will continue implementation and monitoring of Accelerated Reader (AR), MyOn and Lexia programs for use by all students in grades K-5 to access non-fiction and fiction reading material. Lexia is an application focused on reading provided by the district, so that students can focus on skills they need to target based on the auto placement test. A greater emphasis will be on providing academic incentives to students, so that students stay motivated to meet their AR and Lexia goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF - Intervention 4000-4999: Books And Supplies Academic Incentives
	District Funded AR contract
	District Funded MyOn contract
	District Funded Lexia

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

Staff will ensure the full implementation of the district adopted Wonders/Maraviillas ELA/ELD curriculum, and My Math mathematics curriculum, assessments, and support the CCSS for reading, ELD, and mathematics. In Grades Kindergarten, First, Second, third and fourth grade the implementation of the Dual Language Immersion (DLI) Biliteracy Unit Frameworks (BUF) will be implemented with fidelity. Focusing on the Priority Standards continues to be an area that the Elm St. School staff will continue to implement. The Special Education team also communicates with the regular education classroom teacher to ensure that our Special Education students are receiving support with CCSS. During IEP meetings we ensure the accommodations and

modifications are closely reviewed and adjusted, so that our students receive what they need to be successful.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,752.00	Title I 4000-4999: Books And Supplies Warehouse Charges
14,510.67	LCFF - Intervention 4000-4999: Books And Supplies Warehouse Charges

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of Kindergarten through 5th grades Dual Language Immersion classes following the district's English Learner Master Plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Transitional Kindergarten through fifth grade students

Strategy/Activity

Enrich the library with English and Spanish reading books with an emphasis on completing sets or a series.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	LCFF - Intervention 4000-4999: Books And Supplies Enrich the library with English & Spanish reading books with an emphasis on completing sets or a series.
500.00	Title I 2000-2999: Classified Personnel Salaries Library Media Technician Extra Help
182.00	Title I 2000-2999: Classified Personnel Salaries Benefits.

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

District Technology Services Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: District Technology Services Technician

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Shred It Services

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten through third grade students, the initial focus will be in the primary grades. Based on the second grade data, the second graders will continue with LLI intervention in third grade. Due to school closures in March of 2020, the most adversely impacted group were the students in second grade during the 2021-2022 academic year.

Strategy/Activity

Elm has two Instructional Support Providers (ISP) to provide small group reading intervention through Leveled Literacy Intervention (LLI) and the Estrellitas Program for Spanish intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,184.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider
29,184.00	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use of publication services to support student instruction in the printing of materials. ELA, Mathematics, and ELD CCSS materials will be printed for teachers to access in implementation of systematic instruction using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,328.00	Title I 5000-5999: Services And Other Operating Expenditures Graphics and Publications

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Applications for devices will be purchased to enhance instruction and provide intervention when necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Subscriptions and Applications

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will continue implementation and monitoring of ST Math. ST Math is an application focused on mathematics provided by the district, so that students can focus on skills they need to target

based on the auto placement test. A greater emphasis will be on providing academic incentives to students, so that students stay motivated to meet their ST Math 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)
1,000.00	LCFF - Intervention 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The STAR 360 Early Literacy, Reading, and Mathematics assessments will be administered at least 4 times a year to progress monitor students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Assessments

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education students are being served by two of our Resource Specialist Teachers, a Special Education Paraeducator, a Speech and Language Therapist, a Speech and Language Paraeducator, and School Psychologists. One School Psychologist was hired specifically to address the social-emotional needs of students to provide one one one counseling support. Special Education students are also included with RTI, Tier 1 taking place within the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Third through fifth grade students

Strategy/Activity

The Interim Assessment Block (IAB) for English Language Arts and Mathematics will be administered to 3rd-5th grade students 3 times a year. Staff will input assessment results into Q, evaluate, and analyze results and use the information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum assessments
	District Funded Q Student Data Program

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

iPads will be used to increase academics in Language Arts, Mathematics, and ELD. New iPads were given to Kindergarten and First Grade students at the end of the 2021-2022 Academic Year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded District 1:1 initiative

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of systematic instruction on writing process TK-5 based on writing standards using district adopted language arts curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The district has hired Literacy Intervention Teachers (LIT) for each school site to provide extra support in English Language Arts to our students. The LIT Teacher will be using Leveled Literacy Intervention (LLI) to provide extra support to students identified through our Multi-Tiered Support System. The initial emphasis will be to provide small group instruction to second and third grade students. After reviewing STAR 360 data along with LLI data, we feel it is critical to support second and third grade as we start the 2022-20223 academic year. We feel this student group was most adversely impacted by school closures in March of 2020 due to a world-wide pandemic. The school closures and distance learning adversely impacted a strong foundational skill in literacy. Our LIT teacher is also guiding and supporting our ISP Teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Media Technician to upkeep school library and promote reading to all students TK-5 in addition to ensuring all teachers have district adopted curriculum for instruction and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Library Media Technician

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Copy machines, laminator and duplo will be maintained for instructional support use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services

	5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements
1,000.00	LCFF - Intervention 4000-4999: Books And Supplies Laminating Film
1,000.00	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Laminating Maintenance Agreement
1,000.00	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreement

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Fieldtrips will be based on the Biliteracy Unit Frameworks in Kindergarten through fourth grade. Fifth Grade filed trips will be based on their units of study directly correlated to Common Core State Standards. Elm St. School students need to experience hands on activities that will enrich and enhance the instructional program. PTA will also be providing funds for Transportation and Entrance Fees.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	LCFF 5700-5799: Transfers Of Direct Costs Fieldtrips
2,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Entrance Fees for Fieldtrips

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

Teachers will attend Conferences in order to promote deeper understanding, uncover new learnings and reinforce existing best practices. Teachers that attended Conferences will present information gained to entire teaching staff at a designated Staff Meeting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Cost of Conference Admission, Hotel & Food

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase of materials & supplies and warehouse to support student instruction, which includes Fieldtrips.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,000.00	LCFF 4000-4999: Books And Supplies Instructional Materials and Supplies
10,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Fieldtrips

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: DLI Program

Strategy/Activity

Provide specific DLI training and support for the 50/50 and 80/20 DLI programs and biliteracy instructional materials implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

GATE students will be provided differentiation of instruction within the regular education classroom to academically challenge them. Principal has started a Reading Club to include GATE identified, and a group of Non-GATE identified 4th and 5th graders. The Reading Club also includes Special Education students to ensure equity and inclusivity. The Reading Club started January 2020. In the 2022-23 academic year, the 5th grade group will start a Novel Study in September 2022 via Zoom, and meets twice a week for an hour. The 4th grade Reading Club will start after the 5th grade club ends their Novel Study.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Extra Cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Development opportunities for all teachers in Language Arts, Mathematics, Technology and Science to fully implement curriculum. The Math Manager, Science Instructional Specialist, History/Social Science Specialist, EL TOSA and Technology TOSA will support teachers in the classroom for full program implementation. Elm St. School is the Academy of Environmental and Life Science & Mathematics, and extra focus and attention will be put in our strand focus to achieve our academic goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Professional development
	District Funded 1000-1999: Certificated Personnel Salaries Technology TOSA
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager
	District Funded 1000-1999: Certificated Personnel Salaries Science Instructional Specialist
	District Funded 1000-1999: Certificated Personnel Salaries History/Social Science Specialist
	District Funded 1000-1999: Certificated Personnel Salaries District EL TOSA

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide, at minimum, 45 minutes of daily designated ELD for students within all ELPAC levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: DLI Program

Strategy/Activity

Teaching for Biliteracy Institute will provide support for teachers on the implementation of Biliteracy Unity Frameworks (BUFS) and the implementation of biliteracy strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Teaching for Biliteracy Institute Contract

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Tutoring will take place afterschool to support students struggling 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)
2,000.00	Title I

	1000-1999: Certificated Personnel Salaries Tutoring

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Provide TK-5 teachers with professional development on mathematical reasoning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional Development
	Centralized Services 5800: Professional/Consulting Services And Operating Expenditures ST Math

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.

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 and May 2021 which has driven us to look at local assessments more closely for the data information needed to drive instruction. Meeting as grade level teams and focusing on the Professional Learning Community cycle of inquiry guides teachers, and the data at Elm St. School confirmed the importance of meeting in Professional Learning communities with fidelity. Teacher collaboration by grade level was provided at least twice a month after-school to be able to collaborate on best teaching practices and monitor student growth with fidelity. Our current STAR 360 data in Early Literacy, Reading and Math reflects the challenges the Elm St. School community has encountered through Distance Learning. The Principal will hold a Leadership Team meeting the first Monday of the month followed by a PLC meeting. There will only be two Staff meetings a month and the rest of the Staff Meetings will be

dedicated to PLC/grade level meetings. During the 2022-23 academic year, two Instructional Support Providers will be hired to continue with Tier 2 intervention. We will also keep the new Oxnard School District Student Profile at the forefront to ensure we are meeting the needs of the whole child for future success.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our current STAR 360 data in ,Early Literacy, Reading and Math reflects the challenges the Elm St. School community has encountered through the closing of school due to the COVID-19 Pandemic and Distance Learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Instructional Leader is documenting a systematic approach to visiting classrooms to focus on School-Wide Goals, and the Instructional "Look Fors" in order to give immediate positive feedback. Instructional Leaders goal is visit each grade level and take anecdotal notes in order to observe daily routines and teaching practices, and provide support and guidance to ensure Common Core State Standards are being taught with fidelity at a rigorous level.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate continues to be less than 1%.	Continue to maintain 1% or lower suspension rate.
Attendance	Continue to monitor attendance via SARB hearings at the site and district level. The ORC and Attendance Technician will continue early intervention by meeting with families to discuss importance of regular attendance. ADA was 96%.	Maintain a 97% ADA via parent mini-SARB meetings at the site level and communication from school to home on the importance of attendance. Multiple home visits were a key factor to increase improved attendance from month to month.
Office Discipline Referals	Use PBIS and counselor support to continue to promote positive behavior.	Reduce office discipline referrals through the use of office discipline referral forms which facilitate more teacher interventions, and ongoing PBIS training for all staff.

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 Counselor, Attendance Technician, and Outreach Consultant (ORC) to provide support for students and families in the areas of attendance, community resources and resiliency.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services 2000-2999: Classified Personnel Salaries Classified salary: Outreach Consultant
	Centralized Services 1000-1999: Certificated Personnel Salaries Certificated Salary: School Counselor
	Centralized Services 2000-2999: Classified Personnel Salaries Classified Salary: Attendance Technician

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of academic incentive programs and trimester awards recognition to encourage academic excellence.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF - Intervention 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

CHAMPS expectation assemblies will be held to set and review expectations led by fifth grade student leaders.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded CHAMPS Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement and monitor appropriate behaviors school-wide through continued implementation of PBIS and CHAMPS. The PBIS Committee will meet monthly with the Leadership Team to discuss next steps for campus wide implementation and teacher requests for behavior support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor and ORC to coordinate and provide drug, alcohol, tobacco, and bullying prevention education (i.e. Red Ribbon Week, Unity Day, Straight Up, FNL, and Never give up, Encourage others and Do your best via NED Assembly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF - Intervention 4000-4999: Books And Supplies Red Ribbon Week Incentives
	School Counselor (see goal 2, action1)
	ORC (see goal 2, action 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Review and update Comprehensive Safe School Plan (CSSP) annually with Safety Committee, Elm St. School Staff, SSC & ELAC.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students. Extra focus and attention is given to at promist students, Special Education students, Foster and Homeless student population to ensure wrap around services.

Strategy/Activity

The School Counselor and Outreach Coordinator will provide support to students and families in the early evening hours. We want to ensure that we are able to provide services to students once families get home from work, and are not able to be reached during the normal school hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I 1000-1999: Certificated Personnel Salaries Counselor
231.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits
1,000.00	Title I 2000-2999: Classified Personnel Salaries ORC
363.00	Title I 1000-1999: Certificated Personnel Salaries Classified Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Share safety drill assessment results with staff and additionally with parents during ELAC & SSC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students. Extra focus and attention is given to at promise students, Special Education students, Foster and Homeless student population to ensure wrap around services. The data from the Panorama Survey guides the School Counselor to create small groups based on the results.

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups. Counseling services will be referred to community agencies at the discretion of school counselor. Ventura County Behavioral Health Agency with the staff of Logrando Bienestar/Achieving Well-Being has been an instrumental component to provide services for our Elm St. School Community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	School Counselor (see goal 2, action 1)

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

Artist in the Classrooms will be offered to each classroom teacher to support the social-emotional needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Artist in the Classroom Fee

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

The staff will follow the Multi-Tiered System of Supports (MTSS) process for behavior and social-emotional issues. The PBIS Committee will evaluate the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom .Student discipline data will be monitored at intervals throughout the year to ensure Restorative Justice practices are effective practices and lowering suspension rates.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly fire drills, one earthquake drill a trimester and a lockdown drill annually to ensure our safety procedures are appropriate. Elm St. School participates in the California Great Shake Out (Earthquake Drill) in October to be in solidarity with California and ensure we are following safety procedures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in a Priority 1 and a Priory 2 lockdown drill at least once a year with support from Oxnard Police Department.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Safety Committee will review, update and monitor the Comprehensive Safe School Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance Technician and Outreach Consultant (ORC) will monitor student attendance. Support to students and families will be provided community resources to those families that need extra support. Home visits have been instrumental in ensuring our students attend school regularly by talking to the families about consistent attendance. School Counselor is instrumental in providing

mental health supports, especially after information is gathered during Home Visits. Attendance rates continue to improve from month to month, which was a positive outcome of home visits.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC (see goal 2, action 1)
	School Counselor (see goal 2, action1)
	Attendance Technician (see goal 2, action 1)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Employ 5 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, recesses, lunches, dismissal, and egress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries
1,000.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Trimester Meetings
363.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 17
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Referrals will be made to School Counselor, and Outreach Consultant (ORC) when necessary to support students and families by providing access to community services/wrap around services. Referral process will be through teachers or Student Success Team (SST).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC (see goal 2, action 1)
	School Counselor (see goal 2, action 1)

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CHAMPS posters will be posted in classrooms and common areas for clear behavioral expectations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will be trained on Digital Citizenship and internet safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Classrooms and campus grounds will be kept in good and clean repair to ensure a safe learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost
1,000.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Custodial Over time
363.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Benefits

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

School Counselor will support teachers and students to complete Panorama Survey. Students will participate in the Panorama Survey (Kindergarten to Fifth Grade). Families will participate in the California School Parent Survey, and the staff will participate in California School Staff Survey for additional data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	School Counselor (see goal 2, action 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.

All Students

Strategy/Activity

As a staff we recognize the importance of implementing Community Circles into the classroom, on a regular basis, to address the social emotional needs of all of our students. The Pandemic has created new stressors and we need to address the social emotional toll it has taken on our student population. Community Circles are a positive outlet for students to share their feelings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Fifth Grade Students Only

Strategy/Activity

School Counselor and ORC will advise the Student Leaders during an after-school club to promote and encourage leader skills. The Student Leaders will also promote a positive school culture, and promote school activities. The Student Leaders will participate in a culminating activity at the end of the year. PTA sponsored a fieldtrip to the Ronald Reagan Museum at the end of the 2021-2022 academic year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC (see goal 2, action1)
	School Counselor (see goal 2, action 1)

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

The SST committee will meet monthly or as often as needed to address the needs of the students. The SST committee will meet to discuss student needs based on teacher referrals. The SST behavior actions/strategies will be developed and implemented in the classroom with support from School Counselor and District Behavior Team.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC (see goal 2, action 1)
	School Counselor (see goal 2, action 1)
	District Funded 1000-1999: Certificated Personnel Salaries District Behavior Specialist Team

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide professional development to all staff in CHAMPS for positive behavior support interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development
	School Counselor (see goal 2, action 1)

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with an extra focus on Special Education, Foster and Homeless youth.

Strategy/Activity

All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development

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.

Due to the Pandemic an extra emphasis has been put on the social emotional well being of our student population. As a staff we recognize the importance of implementing Community Circles into the classroom, on a regular basis, to address the social emotional needs of all of our students. The Pandemic has created new stressors and we need to address the social emotional toll it has taken on our student population. Community Circles are a positive outlet for students to share their feelings. The social-emotional, health and well-being needs of students has been consistently met though the overall implementation of the strategies/activities on a consistent basis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The incorporation of the Panorama Survey for Kindergarten through fifth grade students has provided valuable data. Elm St. School has had a very high percentage of third through fifth grade students participating in the survey because our School Counselor supports the teachers and students. The School Counselor blocks off time to support each classroom. The data collected has been shared with teachers, and our school counselor has created small groups to address the need of our students based on the data collected from the Panorama Survey. During the 2020-2021 Academic Year, the Panorama Survey was modified to include Kindergarten through second grade students. The Panorama Survey will be administered three times throughout the school year, with guidance and support by School Counselor.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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 blackboard connect messages so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in School Sponsored Events	2021-2022 Data: Parent participation in school sponsored events as based on sign-in sheets: Back to School Night 80% ELAC Meetings average attendance was 5 SSC Meetings average attendance was 10 Fall Parent Conferences 90%	Parent participation to family events will increase by 5% as measured by parent sign-in sheets at each sponsored school event.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Update Home-School Compact and Parental Involvement Policy. Share documents with all parent committees and school community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Site Council (SSC) and English Language Advisory Committee (ELAC) Parent Members will attend Conferences in order to build parent awareness and knowledge to become fully engaged in their child's school and education and develop deeper leadership skills as community leaders. Families that attended Conferences will present information gained to other families during designated SSC & ELAC meetings. Families of English Language Learners will be invited and encouraged to attend the Ventura County California Association of Bilingual Education (CABE) conference in the Fall and the Spring CABE Conference that will be held in Long Beach Spring 2023.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,296.00	Title III 5000-5999: Services And Other Operating Expenditures Conference Admission Fees, Hotel & Food Expenditures
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures Conference Admission Fees, Hotel & Food Expenditures

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.

Fifth Grade Female students

Strategy/Activity

School Counselor will provide information and organize Mother Daughter classes for fifth grade female students and their mother/guardian. The classes are given by Ventura County Community Health Nurses Organization.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselor (see goal 2, action 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school site will provide Ventura County Behavioral Health through Logrando Bienestar/Achieving Well-Being, and provide a series of mental health workshops to parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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.

The main focus was for Fifth grade students and their families

Strategy/Activity

School Counselor and ORC presented A-G parent education information, along with leading hands on STEM activities for families and students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC (see goal 2, action 1)
	Counselor (see goal 2, action 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Snacks & Beverages for ELAC, SSC & Coffee with the Principal

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
333.33	LCFF - Intervention 4000-4999: Books And Supplies Snacks & Beverages

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 with an emphasis on English Language Learners via ELAC.

Strategy/Activity

Family involvement and opportunities to provide input will be provided through School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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

PTA parent involvement in planning and executing school activities and events will be provided and encouraged. PTA has committed to providing funding for fieldtrips that are tied to Biliteracy Unity Frameworks and Common Core State Standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Use of the Blackboard Connect phone calling system, written home notices, school marquee, school website, and Class Dojo account regularly for school notifications to communicate with Elm St. School families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	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

Translators made available for Back to School Night, parent-teacher conferences or any parent meeting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified salaries
500.00	Title I 2000-2999: Classified Personnel Salaries Classified salaries
	District Funded 1000-1999: Certificated Personnel Salaries Mixteco Translator
304.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Benefits
152.00	Title I 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Childcare made available for meetings like SSC, ELAC, Coffee with the Principal and/or parent classes/workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Salaries
152.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Families will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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.

Special Education

Strategy/Activity

Encourage parents to attend IEP meetings and participate in the IEP process for students with special education needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
689.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage parents to attend and participate in Student Success Team (SST) meetings to discuss strategies for students academic, speech & language, and social-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
689.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program (ASP) students in Kindergarten through fifth grade.

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES After School Program

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Encourage parents to attend ELD reclassification meetings in the Fall and Spring to celebrate student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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

Mail was sent home to families to increase communication, and increase student engagement. Letters and packets were mailed via postal service for further communication and student engagement between the school and the home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

500.00	LCFF - Intervention 5900: Communications Postage

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)	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.

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth which has been consistently met though the overall implementation of the strategies/activities on a consistent basis. The strategies/activities from the 2021-2022 academic year will continue during the 2022-2023 academic year to achieve the articulated goals with a few changes. Since the school closures in March 2020, we have had to conduct our parent meetings virtually via Zoom and this has been a very positive experience. Families have been able to actively participate in SSC, ELAC and Coffee with the Principal without having to leave their families, place of business or work. Families have been able to actively participate without feeling the pressure of time constraints since we are holding meetings virtually. Since school has resumed, I am going to continue to offer families the opportunity to meet on the school campus or meet virtually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes that have been made to this goal other than now being able to connect with families virtually.

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	$82,672.00
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	$193,076.00

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	$52,192.00
Title III	$30,480.00

Subtotal of additional federal funds included for this school: $82,672.00

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	$44,000.00
LCFF - Intervention	$66,404.00

Subtotal of state or local funds included for this school: $110,404.00

Total of federal, state, and/or local funds for this school: $193,076.00

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	52,192.00	0.00
Title III	30,480.00	0.00
LCFF	44,000.00	0.00
LCFF - Intervention	66,404.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	44,000.00
LCFF - Intervention	66,404.00
Title I	52,192.00
Title III	30,480.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	17,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
5700-5799: Transfers Of Direct Costs	LCFF	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	18,378.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	5,182.00
4000-4999: Books And Supplies	LCFF - Intervention	26,844.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	3,000.00

5900: Communications	LCFF - Intervention	500.00
1000-1999: Certificated Personnel Salaries	Title I	32,778.00
2000-2999: Classified Personnel Salaries	Title I	2,334.00
4000-4999: Books And Supplies	Title I	10,752.00
5000-5999: Services And Other Operating Expenditures	Title I	6,328.00
1000-1999: Certificated Personnel Salaries	Title III	29,184.00
5000-5999: Services And Other Operating Expenditures	Title III	1,296.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	154,140.67
Goal 2	10,320.00
Goal 3	28,615.33

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rosario V. Almanza	Principal
Erica Cahue, Vice President	Classroom Teacher
Praxedes Manriquez, Parliamentarian	Classroom Teacher
Ivette Zendejas	Classroom Teacher
Claudia Jimenez, Secretary	Other School Staff
Bertha Martinez, President	Parent or Community Member
Mirna Rojas	Parent or Community Member
Alberto Martinez	Parent or Community Member
Ramona Centeno	Parent or Community Member
Janeth Ramirez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English 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 June 6, 2022.

Attested:

Principal, Rosario V. Almanza on June 6, 2022

SSC Chairperson, Bertha Martinez on June 6, 2022

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
Bertha Mtz.	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 June 6, 2022.

Attested:

Rosario V. Almanza	Principal, Rosario V. Almanza on June 6, 2022
Bertha Mtz.	SSC Chairperson, Bertha Martinez on June 6, 2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Robert J. Frank Academy of Marine Science and Engineering	56725386111850	June 6, 2022	August 24, 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.

As described within our Vision and Mission Statement, Frank Academy is committed to providing the best educational program possible for our students. Our vision of developing tomorrow's leaders through education, empowerment, and inspiration is what we strive to do on a daily basis. At Frank, our mission is to prepare students to be academically competitive and socially competent. This includes promoting life skills such as global thinking, persistence and grit, innovation, and problem solving. When students matriculate from Frank Academy, and the Oxnard School District, we expect them to be digitally competent, focused on their future, and able to demonstrate their knowledge in a myriad of ways. For our students, we want to celebrate their courage, their willingness to undertake new challenges and the skills they acquire during the educational process.

Our goal is to provide as many opportunities as possible for them to grow and learn from. Our focus for this year will continue to be: Common Core Standards; best first-instruction; use of technology; differentiated instruction; social, emotional and behavior support; and community engagement. The overall structure of this plan, from an academic perspective, revolves around creating systems that allow for increased collective self-efficacy for teachers, collaboration, content knowledge, pedagogy, equity, and culturally-responsive teaching. Utilizing the experience we gained from the COVID-19 pandemic, Frank staff and students will continue to explore the priority instructional standards to develop a deep understanding of meaning and application to learning.

While academic excellence is our focus, we also encourage and teach character education, as well as leadership. Emphasis is placed on students' social-emotional learning and needs that can impact and affect their education. We offer Social-Emotional Learning (SEL) support via our school counselors, our school grant with City Impact, which provides two additional adult mentors on campus five days a week, and a recent grant with the Ventura County Office of Education to open a Wellness Center on campus to support students' social and emotional needs. In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, ELAC, and SSC meetings, further support and foster meaningful and productive parental opportunities to participate in their child's academic and social-emotional growth. By achieving high academic standards across all content areas, supporting the social-emotional growth of our students in a safe, positive learning environment, and strengthening our home-school partnerships to increase parental involvement, R.J. Frank Academy will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Based on classroom observations, the needs of EL Learners should continue to be a focus for this school year. Our teachers completed EL Shadowing training prior to school closures and are eager to implement strategies and supports to their fullest extent. This includes continuing to observe English Learners in the classroom and view the amount of active engagement with English Learners. Observations from last year highlighted the need for teachers to be trained and provided opportunities to review ELD standards and supports and what those practices look like as described in Goal 1. Classroom observations revealed the need for teachers to have more meaningful opportunities to collaborate and constantly participate in the cycle of inquiry related to the Common Core State Standards and other relevant data points such as STAR 360 data to refine best first instruction and find new efficiencies in the curriculum that are critical to drive instruction. Classroom observations allow for sharing of best practices and follow through with school led initiatives such as Claim, Evidence, Reasoning (CERs) collaborative conversations, opportunities to respond, and critical thinking. Math continues to be an area of concern. Rigor, higher levels of depth of knowledge, and critical thinking is required so the instruction matches the standards. This past year, through observations, differentiation was identified as an area that needs focus. As a school, we have begun to explore ways to utilize technology, class size, and collaboration to differentiate lessons and focus on smaller groups for short amounts of time in class.

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)

It is important to note that as of June 2021, the school is still awaiting results from State Assessment (CAASPP). Local and school assessments indicate the need is still there to improve instruction in the areas of ELA and Math, specifically with English Learners. English Learners are our lowest performers on local and state tests, specifically long term English learners (LTELs), as opposed to our English Learners that are part of our Newcomer Academy. The universality of mathematical symbols is not transferring to English and the scores indicate a need to improve reading comprehension and literacy in order to achieve higher performance. Lessons should integrate the knowledge and skills ELLs have from another subject area into their literacy instruction. Other state and local assessments utilized to modify and improve instruction include STAR 360 for both Reading and Math as well as IABs, Writing Prompts, and, at a site-level, Common Formative Assessments (CFAs) within departments. Star 360 data is used to determine reading levels and math proficiency, and monitor student progress, strategic grouping, and differentiation by the teacher. Data from STAR 360 and site-level CFAs show a greater need to unpack standards and ensure assessments and lessons align with state standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as STAR 360 Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Study Sync and CMP3 Math can be used for diagnostic purposes and to identify needed interventions. School wide, we utilize common formative assessments and cycles of inquiry in Professional Learning Communities (PLCs) to gather data and monitor progress. These forms of assessment provide meaningful sources of information for teachers. They, in turn, use this information to identify what the student’s comprehension level is and areas of need. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet and accommodate the differences in students' learning styles and intelligences.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is set for the school year at the beginning of each year. There is specific time set aside each week for either department PLCs or all staff collaboration. Teachers meet in PLC Departments to review data and work on a focus question based on the cycle of inquiry to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers share data and identify areas for intervention. This year, teachers will have the added opportunity to collaborate on Wednesdays, as part of a schedule change to bank minutes, and allow for more intentionality and focus for lessons. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops on Tuesdays or other days indicated by the calendar. Topics for mini workshops include AVID strategies, SMART Goals, Classroom Management, STAR 360, Depth of Knowledge, and scaffolds and supports in classroom instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Using the PLC (Professional Learning Communities) model, we work collaboratively to support the use of instructional strategies aligned to current CA Common Core State Standards. The state adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and classes provide students with multiple services and supports, which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Various types of strategies (activities) and scaffolds (supports) are utilized such as interactive, graphic, and sensory to meet the needs of diverse learners. Sentence frames, word walls, graphic organizers, guided reading, and Math Mindset are tools utilized to accommodate differences in students' learning styles and intelligences. Tier 1 interventions in the classroom include: flexible grouping, use of manipulatives, modified classroom assignments and timelines, as well as visual and written supports. After school tutoring will be offered for underperforming students. Frank has two school mentors contracted through City Impact to support and guide students starting in 7th grade and following them through 8th grade as a proactive approach to supporting their needs. This school year two Intervention Specialists will support teachers in the classroom and allow for small group instruction and specific skill development in Math and Language Arts.

Evidence-based educational practices to raise student achievement

Frank Academy uses a variety of evidence-based educational practices to raise student achievement. Teachers provide explicit learning objectives that are tied to demonstrations of learning. Differentiation is a Tier 1 support utilized for all learners. Students are engaged in rigorous, relevant learning. Small group instruction, clear and effective learning feedback, assessment results, and progress monitoring of goals with Lexia, ST Math, AR, and STAR 360 are some of the evidence-based practices utilized to improve student achievement. Discovery based teaching is implemented using McGraw Hill Inspire Science Curriculum in alignment with the NGSS standards. Tutoring and reteaching are used to help raise student achievement. Common Formative Assessment and common rubrics across content areas allow for strategic planning and intentional focus with students in regard to grade-level standards. Frequent checks for understanding, formative and summative data, and grade level CCSS are utilized to raise student achievement. Lessons are student-centered and involve problem-solving, questioning, projects, and higher order thinking questions and activities (Depth of Knowledge Level 3 or 4).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are involved in school activities via School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Organization (PTO), parent conferences, IEPs, and Student Success Teams (SST). Classroom and school volunteers, coaching sports, and advising student clubs are other non-academic ways that parents are able to support their children and school community. There are site and district led workshops such as Project 2 Inspire and Canvas trainings for parents as well.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders are involved in the process and implementation of ConApp programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested more workshops for parents and opportunities for English Learners to receive extra academic support. They participate in and attend the local California Association of Bilingual Education (CABE) Conference. Teachers organized tutoring that is specific for socioeconomically disadvantaged students and English Learners. SSC meets regularly to discuss the implementation of our school plan and monitor federal funds and expenditures to ensure they are centered on helping us meet our goals as defined in our school plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds are used to support underperforming students in the area of first instruction. RJ Frank has identified a need to improve first instruction and focus on implementing Common Core State Standards. Funds were utilized to address underperforming students, recognize and celebrate academic achievement and help to build a positive school culture. Categorical funds are also utilized to provide tutors to our AVID classes and our AVID Excel class for English Learners via Title III funds. Funds were also allocated for teachers to monitor progress, analyze data, and share best practices to ensure that our students receive academic interventions during class and after-school based on needs.

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

Throughout the school year, both site leadership and School Site Council (SSC), in conjunction with our English Learner Advisory Committee (ELAC) reviewed and monitored our SPSA . Data was broken down and disaggregated by EL status, race, SES and SPED. Academically, we utilized STAR 360, ELPAC, and CAASPP IAB data to look for trends and areas of growth with academics. Our SSC committee met and discussed key components of the SPSA during the past school year and presented a plan in June for the following school year (2022-2023). Our ELAC committee gave input and ideas regarding our English Learners. As a result of meetings and input from stakeholders, changes were made to address areas of need for this school year, such as Social-Emotional trends and learning, behavioral concerns, and the need for a more thorough and comprehensive opportunity for administrators to be in the classroom to observe and support first instruction. Teachers also need more time to collaborate and discuss data points with our students and monitor their progress.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There was a reduction in force for school staff which led to a resource inequity. Site leaders were not afforded as many opportunities and as much time to visit classrooms or be present around campus as much as desired, due to meetings, discipline, and office needs. A shortage of substitutes did not allow for dedicated days set aside for teacher collaboration and teachers and administrators were relied on to cover classrooms throughout the year. Many times, collaboration dates and trainings were cancelled as a result of lack of coverage. As a Tier 2 intervention, we were not able to procure support staff (both Intervention Specialist positions) and so we could not fully implement our plan for academic intervention for our students. This next year, funds are allocated to support the need for another administrator to cover mandatory meetings such as IEPs, support teachers with discipline, and help our school meet our identified goals.

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	0.08%	0%	%	1	0	
African American	0.58%	0.4%	%	7	5	
Asian	2.57%	2.3%	%	31	27	
Filipino	1.74%	1.2%	%	21	14	
Hispanic/Latino	93.04%	94.2%	%	1,123	1,112	
Pacific Islander	0.17%	0%	%	2	0	
White	1.16%	1.4%	%	14	16	
Multiple/No Response	0.66%	0.6%	%	8	7	
			Total Enrollment	1,207	1,181	

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			
Grade3			
Grade 4			
Grade 5			
Grade 6	408	374	
Grade 7	391	401	
Grade 8	408	406	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	1,207	1,181	

Conclusions based on this data:

Frank's enrollment and demographics have remained largely unchanged from last year. The data show that the majority of our school population (94%) is of Hispanic or Latino origin, so culturally relevant activities and lessons in

class are needed to involve our families and make connection to prior knowledge and background information about our students. Our enrollment has declined from 18-19 to 20-21, which in turn has impacted staffing at school.

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	397	370	372	32.5%	30.7%	31.5%
Fluent English Proficient (FEP)	550	591	540	45.0%	49.0%	45.7%
Reclassified Fluent English Proficient (RFEP)	90	73	78	19.7%	18.4%	21.1%

Conclusions based on this data:

The number of English Learners continues around 30% of our student population. About 50% are either current English Learners or Reclassified (RFEP), meaning that we need to be mindful of supports and scaffolds in class to help 50% of our student population access curriculum and engage in high level learning. In 2020-2021, 20 students met the criteria to reclassify based on previous scores from those that were able to be tested in the 2019-2020 school year. Our Newcomer Academy makes up about 18% of our EL population.
One area of concern continues to be Long-Term English Learners (LTELs) as they account for 69% of our English Learner Population. For LTELs, we need to identify specific skills and domains within the ELPAC that they struggle with and work on them in multiple subject areas so they are reinforced since they are the majority of our English Learners. Complex text comprehension, engaging in conversations with peers, and justifying an opinion through writing are areas that LTEL need support and focus in.

School and Student Performance Data

Star Early Literacy

Robert J. Frank Academy of Marine Science and Engineering											
		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

Robert J. Frank Academy of Marine Science and Engineering											
		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	333	142	43%	103	31%	76	23%	12	4%	1	1001
Grade 7	339	184	54%	67	20%	76	22%	12	4%	1	1014
Grade 8	345	151	44%	101	29%	84	24%	9	3%	1	1027

Conclusions based on this data:

Based on STAR 360 data from the Spring of 20-21, much is needed in the area of literacy and reading. Roughly 1 in 4 students in each grade (25%) are at or above grade level. The area of concern is that between 35-44% of students in each grade are in need or urgent intervention, which indicates that they are performing, at minimum, two grade levels behind. Looking at the literacy continuum, and based on the data provided, our students need to be engaged at the level they are at, but with grade-level standards. The data from the Fall and Winter of that same year indicates that roughly the same number of students were at or above grade level, but more students fell into the urgent category as the year progressed. Instead of teaching grade-level standards in isolation, we need to build on prior concepts acquired and elaborate over time. Students learn by applying what they know and therefore need specific learning opportunities. The Literacy Continuum by Fountas and Pinnell states that we need to guide their attention so that learning in one area informs and supports learning in others. This means reading informs writing and should be cross-content. Practice is needed with rich, complex texts. Students need to be afforded opportunities to speak, time to process information, and expand on comprehension through writing and speaking. Intervention is needed to identify specific skills that are missing, but it needs to be designed to supplement and support grade-level instruction, not supplant.

School and Student Performance Data

Star Math

Robert J. Frank Academy of Marine Science and Engineering											
		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	316	177	56%	118	37%	13	4%	8	3%	1	1017
Grade 7	347	237	68%	84	24%	22	6%	4	1%	1	1024
Grade 8	359	231	64%	82	23%	33	9%	13	4%	1	1048

Conclusions based on this data:

The release of the 2020 CA School Dashboard has not been determined as CAASPP testing was suspended due to the COVID-19 pandemic during spring 2021. The analysis below is based on previous on STAR 360 Math data from the Spring 2021. Math is the greatest area of concern according to the data. Though the percentage show between 24-39% are proficient, a deeper look at students identified indicates that roughly 6-8% are performing at or above benchmark according to STAR 360 data. The proficient scores are based on equivalency and are useful, but classroom observations and other indicators help to show that math continues to be an area of need. Focus is needed in analyzing the Common Core State Standards and the importance of first instruction. Teachers will continue to focus on Priority standards to mitigate the impact of school closures and disruptions from the end of the 2019-2020 and 2020-2021 school years. Student-centered lessons that focus on applying mathematical concepts and procedures to real-life situations with higher order thinking questions will require students to construct meaning rather than merely identifying information and apply formulas. Students also need to be able to support and explain their mathematical conclusions. Future data analysis should be based on summative and interim assessments for STAR 360 Math that allow teachers to see student growth, areas of concerns, and if class instructions matches what the key details and structure of the standard are. Being that teachers are focusing on Priority Instructional Standards, it is important that any assessments match those indicators to provide, real, meaningful feedback that can drive instruction.

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	410	383		401	372		401	372		97.8	97.1	
Grade 7	416	415		405	390		405	390		97.4	94	
Grade 8	405	410		400	388		398	387		98.8	94.6	
All Grades	1231	1208		1206	1150		1204	1149		98	95.2	

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	2461.	2471.		3.99	5.11		19.20	21.24		31.42	29.84		45.39	43.82	
Grade 7	2495.	2514.		7.65	7.95		25.43	30.00		23.70	27.44		43.21	34.62	
Grade 8	2506.	2519.		7.79	7.49		22.61	27.65		24.12	26.61		45.48	38.24	
All Grades	N/A	N/A	N/A	6.48	6.88		22.43	26.37		26.41	27.94		44.68	38.82	

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	7.73	9.68		43.14	38.71		49.13	51.61	
Grade 7	10.62	12.56		39.75	45.13		49.63	42.31	
Grade 8	12.59	15.25		36.27	39.79		51.13	44.96	
All Grades	10.31	12.53		39.73	41.25		49.96	46.21	

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	6.50	5.38		35.25	49.46		58.25	45.16	
Grade 7	13.58	18.97		45.19	50.00		41.23	31.03	
Grade 8	11.34	12.92		40.30	50.90		48.36	36.18	
All Grades	10.48	12.53		40.27	50.13		49.25	37.34	

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	6.00	6.99		58.50	59.14		35.50	33.87	
Grade 7	6.17	8.21		54.81	57.95		39.01	33.85	
Grade 8	9.07	9.30		56.93	59.69		34.01	31.01	
All Grades	7.07	8.18		56.74	58.92		36.19	32.90	

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

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	15.50	16.13		49.75	48.12		34.75	35.75	
Grade 7	17.04	21.28		47.65	49.49		35.31	29.23	
Grade 8	15.11	17.31		47.86	49.10		37.03	33.59	
All Grades	15.89	18.28		48.42	48.91		35.69	32.81	

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 scores from the 2021-2022 were utilized and compared to the last year the CAASPP test was taken, which was in 2018-2019 due to the COVID pandemic. For the 2021-2022 school year, our test scores for our 6th grade students showed that 29% of the students met or exceeded the standards. That was a 3% increase from the 18-19 school year, but fell short of our goal of 38% that met or exceeded. 28% of our 7th grade students met or exceeded the standards. This was a 8% decrease from the 18-19 school year and fell short of our goal of 50% in the met or exceeded category. 31% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 3% decrease from the 18-19 school year and fell short of our intended goal of 45% of our students in the met or exceeded standard. This data indicates that there is still significant work to be done in the category of Language Arts proficiency and standards. We have been utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance for the past three years. Due to COVID, this did disrupt the work and momentum placed on this routine and expectation. This shows that we need to ensure that our departments are comfortable with the model and can collectively deconstruct standards, set smart goals, administer common formative assessments and to discuss the data in order to differentiate our instruction and intervention to meet the needs of our students. A key takeaway is to ensure that all instruction is standards-based and helps the students to understand what they need to know and how to show it. A greater emphasis will be placed on deconstructing the standards to make sure we know exactly what is asked of the students. Common formative assessment will allow us to identify needs and intervene quickly to ensure mastery. It will also extract best practices that can be utilized in multiple classrooms and create a collaborative culture.

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	410	383		401	379		401	378		97.8	99	
Grade 7	416	415		405	408		405	408		97.4	98.3	
Grade 8	405	410		399	397		399	397		98.5	96.8	
All Grades	1231	1208		1205	1184		1205	1183		97.9	98	

* 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	2444.	2455.		4.24	3.97		11.47	13.76		25.94	27.78		58.35	54.50	
Grade 7	2446.	2463.		2.22	4.90		8.40	10.05		25.43	25.00		63.95	60.05	
Grade 8	2448.	2461.		6.27	5.79		6.52	6.30		16.54	20.40		70.68	67.51	
All Grades	N/A	N/A	N/A	4.23	4.90		8.80	9.97		22.66	24.34		64.32	60.78	

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	5.99	6.63		22.94	28.12		71.07	65.25	
Grade 7	5.94	6.37		20.54	23.53		73.51	70.10	
Grade 8	6.02	6.08		17.79	20.25		76.19	73.67	
All Grades	5.98	6.36		20.43	23.90		73.59	69.75	

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	5.49	6.10		34.91	40.32		59.60	53.58	
Grade 7	2.96	6.62		36.54	35.54		60.49	57.84	
Grade 8	9.02	7.05		30.83	27.96		60.15	64.99	
All Grades	5.81	6.60		34.11	34.52		60.08	58.88	

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	5.74	5.31		33.17	41.11		61.10	53.58	
Grade 7	2.96	6.13		46.17	48.77		50.86	45.10	
Grade 8	6.27	5.81		35.34	40.66		58.40	53.54	
All Grades	4.98	5.76		38.26	43.61		56.76	50.64	

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 scores from the 2021-2022 were utilized and compared to the last year the CAASPP test was taken, which was in 2018-2019 due to the COVID pandemic. For the 2021-2022 school year, our test scores for our 6th grade students showed that 14% of the students met or exceeded the standards. That was a 2% decrease from the 18-19 school year. It also fell short of our goal of 33% that met or exceeded the standards. 9% of our 7th grade students met or exceeded the standards. This was a 5% decrease from the 18-19 school year and fell short of our goal of 27% in the met or exceeded category. 13% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 2% increase from the 18-19 school year, but fell short of our intended goal of 21% of our students in the met or exceeded standard category. Math is the greatest area of concern according to the data. Student performance did not increase in most grade levels and has plateaued for multiple years in general. Roughly only 1.5 in 10 students are on grade level. This indicates the needs to review and analyze the Common Core State Standards and the importance of first instruction. Our 6th grade Math team has been utilizing Priority standards to identify what students need to know and have created common formative assessments to match the standards being addressed. The standards have been

deconstructing. Based on the results of CAASPP though, there is still a greater need to provide opportunities for students to individually practice and master the standards in a variety of ways and increase the level of the depth of knowledge that is required for each task. Teachers need more time to work on student-centered lesson that focus on applying mathematical concepts and procedures to real-life situations. Students also need to be able to support and explain their mathematical conclusions. Data analysis should be based on summative and interim assessments that allow teachers to see student growth, areas of concerns, and if class instructions matches what the key details and structure of the standard are.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1481.7	1507.7	1492.1	1465.2	1500.0	1482.0	1497.7	1514.9	1501.6	127	113	126
7	1489.4	1488.0	1493.9	1470.6	1464.6	1480.7	1507.8	1511.0	1506.6	114	124	111
8	1490.3	1497.2	1507.0	1471.1	1481.5	1498.6	1509.0	1512.5	1514.9	113	109	114
All Grades										354	346	351

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	10.24	7.96	4.88	34.65	43.36	30.89	25.20	30.09	35.77	29.92	18.58	28.46	127	113	123
7	14.04	8.87	8.41	31.58	25.00	22.43	21.05	29.84	29.91	33.33	36.29	39.25	114	124	107
8	15.93	5.50	11.61	37.17	24.77	23.21	17.70	29.36	26.79	29.20	40.37	38.39	113	109	112
All Grades	13.28	7.51	8.19	34.46	30.92	25.73	21.47	29.77	30.99	30.79	31.79	35.09	354	346	342

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	20.47	24.78	18.70	39.37	45.13	31.71	15.75	12.39	27.64	24.41	17.70	21.95	127	113	123
7	24.56	14.52	15.89	29.82	29.03	29.91	16.67	20.16	19.63	28.95	36.29	34.58	114	124	107
8	30.97	18.35	18.75	28.32	23.85	32.14	15.04	20.18	16.07	25.66	37.61	33.04	113	109	112
All Grades	25.14	19.08	17.84	32.77	32.66	31.29	15.82	17.63	21.35	26.27	30.64	29.53	354	346	342

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	*	2.65	3.25	17.32	18.58	13.01	41.73	45.13	33.33	37.80	33.63	50.41	127	113	123
7	*	4.03	2.80	19.30	16.13	14.02	31.58	40.32	36.45	41.23	39.52	46.73	114	124	107
8	13.27	2.75	7.14	23.01	13.76	14.29	26.55	37.61	31.25	37.17	45.87	47.32	113	109	112
All Grades	7.91	3.18	4.39	19.77	16.18	13.74	33.62	41.04	33.63	38.70	39.60	48.25	354	346	342

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	23.62	14.16	8.94	45.67	60.18	54.47	30.71	25.66	36.59	127	113	123
7	19.30	8.87	10.48	50.00	45.16	49.52	30.70	45.97	40.00	114	124	105
8	29.20	9.17	14.41	51.33	49.54	46.85	19.47	41.28	38.74	113	109	111
All Grades	24.01	10.69	11.21	48.87	51.45	50.44	27.12	37.86	38.35	354	346	339

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	34.65	36.28	40.34	40.94	46.02	37.82	24.41	17.70	21.85	127	113	119
7	35.09	25.81	32.38	39.47	37.90	35.24	25.44	36.29	32.38	114	124	105
8	30.97	27.52	41.82	40.71	33.94	26.36	28.32	38.53	31.82	113	109	110
All Grades	33.62	29.77	38.32	40.40	39.31	33.23	25.99	30.92	28.44	354	346	334

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	*	3.54	4.07	18.90	29.20	24.39	76.38	67.26	71.54	127	113	123
7	10.53	4.03	5.61	12.28	42.74	26.17	77.19	53.23	68.22	114	124	107
8	14.16	4.59	16.96	23.01	26.61	14.29	62.83	68.81	68.75	113	109	112
All Grades	9.60	4.05	8.77	18.08	33.24	21.64	72.32	62.72	69.59	354	346	342

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	*	17.70	4.07	70.08	71.68	80.49	22.05	10.62	15.45	127	113	123
7	15.79	7.26	3.77	65.79	64.52	66.98	18.42	28.23	29.25	114	124	106
8	15.93	0.00	0.90	65.49	77.06	67.57	18.58	22.94	31.53	113	109	111
All Grades	12.99	8.38	2.94	67.23	70.81	72.06	19.77	20.81	25.00	354	346	340

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:

For English Learners, we increased our student reclassification percentage by 75% from the previous year (20 students vs 35 students this year). Our school's emphasis on English Learners and language development allowed for more intentional focus and growth with our students. The number of English Learners continues around 30% of our student population, this includes our Newcomer Academy who are all identified as English Learners. Not including our Newcomer Academy about 24% of our students are English Learners. About 62% of our students are either current English Learners or Reclassified (RFEP), meaning that we need to be mindful of supports and scaffolds in class to help 60+% of our student population access curriculum and engage in high level learning. Our Newcomer Academy makes up about 26% of our EL population and work closely with their teachers to acquire language skills necessary to access the curriculum. The largest area of concern that needs to be addressed is the fact that the majority of our non-Newcomer Academy EL students are Long-Term English Learners (LTELs). For LTELs, we need to identify specific skills and domains within the ELPAC that they struggle with and work on them in multiple subject areas so they are reinforced since they are the majority of our English Learners. Complex text comprehension, engaging in conversations with peers, and justifying an opinion through writing are areas that LTEL need support and focus in. Based on previous ELPAC and classroom data, it shows a need to provide explicit instruction in vocabulary. Multiple exposures to a word are needed in order for that word to become part of the lexicon and allow for the students to transfer to written language. The data also helped us identify a need to provide opportunities to read narrative and expository text as those are examples of well-developed language skills and needed to interpret information. Based on ELPAC data, we identified the need to level our ELD classes by ELPAC levels and then address the domains needed within that level for reclassification. For the 2022-2023 school year we were able to do this. We also added another section of ELD to ensure that class numbers stayed low and allowed for a more intimate and intentionally focused classroom. By leveling the students and utilizing ELPAC data we can target our instruction to better meet the students' needs. In addition, teachers and administrators have EL data talks with students so they may identify their areas of strength and need. We have expanded our AVID Excel program through 6th-8th grade to address the needs of our long-term English language learners and focus on the academic

language discussions and discourse. Our AVID Excel students continue to show significant growth moving up levels and meeting proficiency standards on the ELPAC.

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 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	The percentage of students who Met or Exceeded the standard for CAASPP ELA from 2021-2022 6th grade students: 29% 7th grade students: 28% 8th grade students: 32%	CAASPP ELA The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2022-2023 CAASPP assessment data will increase by 13%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2022-2023 CAASPP assessment data will increase by 12%. The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2022-2023 CAASPP assessment data will increase by 10%.
CAASPP Math	The percentage of students who Met or Exceeded the	CAASPP Math: The number of 6th grade students scoring "Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standard for CAASPP Math from 2021-2022 6th grade students: 14% 7th grade students: 9% 8th grade students: 13%	Standard" or "Exceeded Standard" based on 2022-2023 CAASPP assessment data will increase by 15%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2022-2023 CAASPP assessment data will increase by 12%. The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2022-2023 CAASPP assessment data will increase by 9%.
STAR 360 Reading	The percentage of students who scored At or Above on the Fall 2022 Benchmark: 6th grade students: 27% 7th grade students: 23% 8th grade students: 22%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above benchmark will increase by: 6th grade students: 13% 7th grade students: 17% 8th grade students: 18%
STAR 360 Math	The percentage of students who scored At or Above on the Fall 2022 Benchmark: 6th grade students: 11% 7th grade students: 6% 8th grade students: 10%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above benchmark will increase by: 6th grade students: 15% 7th grade students: 15% 8th grade students: 10%
ELPAC/Reclassification	36 students reclassified for the 2022-2023 school year based on scores from 2021-2022 data.	The reclassification rate will increase by at least 25% for students to reclassify based on 2022-2023 ELPAC data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Learning Communities (PLC) will review ELA and Math performance to plan for data driven instruction at weekly meetings. Departments will use data to plan for common formative assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All

Strategy/Activity

Use multiple data points to make appropriate course placements. Counselors strategically place students based off of test data, grades, past socio-emotional challenges, past discipline and ELD and SPED guidelines. Counselors also solicit student choice and teacher recommendations when making these placements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salaries
10000	LCFF

	1000-1999: Certificated Personnel Salaries Counselor Extra Help

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, but targets the following special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

School tutoring, including support for Long Term English Learner (LTEL) students, homeless, African American and foster-youth. Students not meeting standards will have high priority for the After School Program assistance and extended breaks to support academic improvement. The school will increase academic success through evidence-based reading intervention program - Leveled Literacy Intervention (LLI).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES
	District Funded 1000-1999: Certificated Personnel Salaries Intervention Service Provider (ISP) - LLI Program Implementation
10000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention
10000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use data analysis of assessment results through District Programs (such as Ellevation) to inform instruction and to monitor progress. Data will be used from STAR 360, CAASPP, ELPAC, and from

curriculum embedded assessments. Teachers will also use data from common formative assessments to drive instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Program contacts (Star, Ellevation)

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

Progress monitoring in ELA and Math using LLI, ST Math, Lexia, MyOn, STAR 360, AR, and curriculum-based assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Supplemental programs (Lexia, STMath, LLI, myON, AR)

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

During PLC time teachers will calibrate writing, develop common rubrics, share instructional techniques, and review pacing guides. Teachers will also develop common formative assessments (CFAs) and discuss data in relation to it and other assessments such as IAB's and STAR 360 Data.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant

Strategy/Activity

Provide daily designated English Language Development for English Learner students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will receive professional development for ELD curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies for English Language Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1579	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - English 3D training
900	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Collaboration on English 3D lessons

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

STAR 360 ELA and Math assessments will be administered three times per year to monitor student growth toward the benchmark. Teachers and administrators will analyze the data for growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures STAR 360 Program

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Migrant

Strategy/Activity

District EL TOSA (Teacher on Special Assignment) will work with ELD staff on strategies and differentiation for our LTEL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will attend conferences for professional development opportunities, site driven initiatives, strand focus. Teachers will participate in student monitoring conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3010	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference
7000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floater - Official Business
3000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters - Teacher Professional Development

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students, but emphasis placed on English Learners, Homeless, and SED students

Strategy/Activity

AVID electives (7) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support

AVID strategies in the elective classes. Field trips to local colleges and universities will support college readiness and create a college atmosphere on campus. Teachers and administration will participate in professional development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14784	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistance-Extra Help-AVID - Tutors
23335	Title I 2000-2999: Classified Personnel Salaries Instructional Assistance - Extra Help - AVID - Tutors
2500	Title I 4000-4999: Books And Supplies Warehouse Charges - Cost of binders and AVID Supplies
2000	Title I 5000-5999: Services And Other Operating Expenditures Field Trip - Transportation
2000	Title I 5000-5999: Services And Other Operating Expenditures Services, Entrance Fees, and Operations
2500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - AVID Site Coordinator
1700	Title III 2000-2999: Classified Personnel Salaries Instructional Assistance - Extra Help - AVID Excel - Tutors

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 - emphasis on Special Education, SED, and GATE

Strategy/Activity

Technology online subscriptions, licenses and applications will be used to support state standards, intervention programs, enrichment activities and strand focus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11000	Title I 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Flocabulary, Newsela
2000	Title III 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Brain Pop for ELs

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide after school clubs for students to participate in strand focus activities, enrichment, and sports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Enrichment Clubs
1500	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Robotics Competitions, Sports Dues
3500	LCFF 4000-4999: Books And Supplies Materials and Supplies - Clubs

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

Teachers will analyze from interim Assessment Blocks (IABs) through the CAASPP website to support ELA and Math standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners and recently re-designated students as outlined in the EL Master Plan. Professional development will be provided for integrated ELD Strategies and ELPAC Preparation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title III 4000-4999: Books And Supplies Materials and Supplies - Recognition Night for Reclassification
1000	Title III 4000-4999: Books And Supplies Books other than textbooks

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

Fully implement the ELA and Math CCSS and ELD standards in all grade levels using the board adopted materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Students in ELPAC Levels 1 & 2, who have been in the U.S. less than two years, will be a part of the Newcomer's Academy, which offers an acceleration program to bring skills and language to grade level using ELD standards, as quickly as possible in both Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Two Bilingual Paraeducators for Program
900	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Collaboration and Progress Monitoring

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide AVID Excel Course for option for English Language Development to reduce LTELs - AVID Excel provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness 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)
	See Goal 1 Strategy 13

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

Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries District Tech TOSAs
1000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Additional Canvas Lead Hours - PD, Tutorials, and Support for teachers
3000	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 21

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Special Education

Strategy/Activity

Maximize use of Promethean Board and iPads to reach English Learners and Special Education students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements - laminator, duplo, copy machines
8500	LCFF 4000-4999: Books And Supplies Materials and Supplies
2000	LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics

2000	Title III 4000-4999: Books And Supplies Warehouse Charges
22000	LCFF 4000-4999: Books And Supplies Warehouse Charges

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Progress monitoring via MTSS data analysis with emphasis on Tier 1 interventions and SMART Goals. Review CUMs and SST data for students not making fair progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help
	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students, but emphasis for student GATE, Foster, Homeless, SED, and English Learners

Strategy/Activity

Incentives for attendance, academics and behavior to recognize student achievement and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

8000	Title I 4000-4999: Books And Supplies Materials and Supplies - Academic Incentives

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Curricular field trips and accompanying resources to support the core instructional program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips
1000	Title III 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips - Newcomer and AVID Excel
1000	Title III 5000-5999: Services And Other Operating Expenditures Transportation - Field Trips - Newcomer and AVID Excel

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

Oxnard School District Professional Learning Summit - 3 days of Professional Development for teachers on Tier I instruction and support, both academically and social and emotionally.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries No Additional Cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilize Library/Media Tech (LMT) to provide support for students in literacy through the use of books and media resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Library/Media Tech Salary
1000	LCFF 2000-2999: Classified Personnel Salaries Library Extra Hours

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Homeless, African-American

Strategy/Activity

Two Intervention Service Providers (ISPs) to address academic interventions through evidence-based reading intervention program - Leveled Literacy Intervention (LLI) and support in classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Intervention Service Providers (ISPs)

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Math Manager and district TOSAs (Ed. Tech, Science, Social Studies, and EL) will provide support to teachers through professional development throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. They facilitate PLC meetings, collect data, and share out best 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)
3000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

Students will participate in Robotics Competitions

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 4000-4999: Books And Supplies Non-Capitalized Equipment - Robotics Kits

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.

Frank Academy will continue to dedicate the majority of time, effort, and focus on the CCSS Curriculum and best first instruction. Based on the past three school years with varying degrees of disruption and data collection, our focus will continue to be on priority standards in ELA and Math to ensure equitable, grade level instruction is happening to help our students progress and meet them where they are academically. Data from the end of year STAR 360, shows that about 26% of our students are on grade level for ELA. This trend, unfortunately matches past year trends, which shows stagnant growth for the overall percentage of students that meet grade level standards. Therefore, more focus is needed on using data to drive instruction and specific interventions to address the learning gaps. This includes scaffolded and differentiated lessons throughout the year, data chats/progress monitoring conferences with teachers. Gaps need to be identified and addressed in the moment, so that grade level instruction can continue, while supporting the areas of concern along the way. Frank will build on past momentum with Professional Learning Communities (PLCs) to align practice, collaborate, and share data. Our cycle of inquiry and common formative assessments will allow us to compare instructional practices and activities to create best, first instruction. Common formative assessments (CFAs) need to be based on deconstructed grade level standards and performance indicators. Math is an area of focus. Currently our percentages are considerably lower than ELA across all three grade levels. On average, about 9% of our students are at or above grade level for Mathematics. Being that mathematics is typically centered on fixed ability messages, Frank School will need to continue to develop a growth mindset with regards to math and communicate with students that their ability in math is malleable and they can continue to learn and grow. The drop in overall percentages as the

year progresses indicates that we need to examine our mathematical practices to ask more higher order thinking questions that engage the students with real-world application. This thought process will allow necessary processing speed for some of our low achieving students right now and the ability for students to see that high achievement is possible. Open-ended questions with multiple steps will allow students to use formulas, while sharing opinion and negotiating their own path to finding the answer. This will raise the level of mathematical awareness and improve instruction in the classroom. Math needs to ensure that all priority instructional standards are taught to build on past knowledge. Identified gaps need to be addressed in the classroom so students do not fall even further behind. For English Learners, we increased our student reclassification percentage by 75% from the previous year (20 students vs 35 students). Our school's emphasis on English Learners and language development allowed for more intentional focus and growth with our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation from 2021-2022 school year and the actual implementation had to do with the unknowns regarding the COVID-19 pandemic, county health guidelines which limited access and opportunity for particular strategies and limited data from the past two years due to the COVID-19 pandemic. The expected outcomes and metrics were incomplete and could not be compared to last year. With uncertainty and staffing concerns, collaboration, trainings, walkthroughs, etc. were not possible. Many of the budgeted expenditures from 2020-2021 were to support our students returning to a full day instruction model. Resources and strategies were inconsistently implemented all year as it depended on specific guidelines for health.

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.

Many of the changes to the goals and strategies for this goal relate to the need to address the current learning gaps of our student body and the significant number of students that are At or Below Grade level in Reading and Math. Student proficiency levels in STAR 360 in both ELA and Math will be reviewed more frequently during the year which will allow for a more scaffolded and in-depth analysis of scores at the beginning of the year and end of the year. The overall metric of English Learners remained the same and focused on reclassification vs just the ELPAC scores. It reflects the high number of LTELs at our site and the need to emphasize the importance of passing both the ELPAC and the reading metric, which is to score in the 25% percentile of STAR Reading. Strategy 3 addresses the need for more academic intervention with Long Term English Learners and strategy 17 allows for data review and monitoring with the end being a large Reclassification Recognition night for students and families to celebrate the importance of their achievement. The school increased the number of English Language Development classes for next year to ensure that the numbers remained low to support small group instruction and differentiated instruction. Tier 1 and Tier 2 interventions were placed in the strategies to address the need for more intervention for our students to address gaps in reading and math, especially with LTELs. This next year, teachers will have additional time to plan for collaboration and the sharing of data and best practices after school (early release Wednesdays).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	The Suspension rate for 2021-2022 was 11%	The Suspension rate will decrease to 5%
Discipline Referral Totals	The overall number of discipline incidents was 1041 for 2021-2022. The number includes all classroom referrals. Per grade level, the overall discipline incidents were as follows: 6th - 159 7th - 345 8th - 510	The overall number of discipline incidents will drop by 10% or more. The number includes all classroom referrals. Per grade level, discipline incidents will drop by the following percentages: 6th - 5% 7th - 10% 8th - 20%
Panorama SEL Survey	The Panorama SEL Survey from Spring 2022 is used to calculate school climate and student well-being. The following percentages were reported for the indicator of "feel a sense of belonging at school.":	The percentage of students who feel a sense of belonging will increase by the following percentages by the Spring 2023 Panorama SEL Survey: 6th grade - 10% 7th grade - 15% 8th grade - 17%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th grade - 60% 7th grade - 51% 8th grade - 46%	

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

Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselors, ORC, and Admin will monitor students. Counselors will meet with identified students and develop goals in order to increase success. ORC will assist in monitoring SST goals and progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	District Funded 2000-2999: Classified Personnel Salaries ORC Position
1000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference

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

Student discipline data will be monitored by the PBIS Team and administration to ensure school practices align with restorative practices and the Safe & Civil School model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	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

The safety committee will review and update the Safety Plan. Safety drills will be conducted to prepare for emergency situations (Fire and Lockdown).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Site counselor will assist parents and students in crisis and trauma. The counselor will also support student behavior with conflict resolution strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselors (2)

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 - emphasis on Homeless, SED, and English Learners

Strategy/Activity

Utilize attendance incentives to encourage daily attendance and reduce tardiness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1 Action 25

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

Employ Campus Supervisors to monitor campus, including all buildings, and reduce student tardiness throughout entire school day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Campus Assistant (7.5 employees)
35000	LCFF 2000-2999: Classified Personnel Salaries Campus Assistants (additional 1.5 employees)

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

CST and SST Team will meet bi-monthly to discuss student needs based on teacher referrals and students with current SSTs. Teachers will be trained on SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Continued use of the Risk of Sexual Activity Curriculum in Science.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Professional development will be conducted both district wide and site based on PBIS/STOIC. All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilization of WEB (Where Everyone Belongs) - WEB is a transition program that trains 8th graders to be positive role models around campus who welcome 6-7th graders and make them feel comfortable through middle school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Bullying prevention education will be provided to students, parents and teachers through assemblies, mandated trainings and parent informational nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Assemblies (Anti-Bullying)

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 well-maintained, safe, and attractive learning environment for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2298	LCFF 4000-4999: Books And Supplies Materials and Supplies - Campus Beautification

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.

SED, Foster, Homeless, English Learners, African-American

Strategy/Activity

The Opportunity classroom assists students in modifying behavior and gaining the skills necessary to function more successfully in the general education classroom. It supports the individualized needs of students within a positive, safe, respectful and academically rigorous environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Paraeducator II Position
	District Funded 2000-2999: Classified Personnel Salaries Campus 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

ASB class offered for 7th-8th Grade students. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol, anit-bullying, and promote school spirit on campus. They will plan Red Ribbon Week activities and coordinate events with WEB leaders. ASB helps to build up a positive, school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Engage students in research-based programs and assemblies that tie into social-emotional well-being to create a learning environment that is safe, drug-free and conducive to learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees, Operations - Assemblies (Anti-Bullying, Kindness, Vaping)

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

Use Panorama's research-backed surveys for students, families, teachers and staff to better understand and build a positive school climate in the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

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 lunch time activities and incentives for students to create a positive, school environment. Activities encourage positive behavior, team building, and get-to-know you opportunities to address social-emotional needs on campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5386	Title I 4000-4999: Books And Supplies Materials and Supplies - Lunch Materials and Incentives

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PBIS Committee will evaluate the MTSS Pyramid and work with teachers to provide strategies for behavior support in the classroom based on the STOIC approach.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help

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

Employ extra clerical support in the Office to support student and family needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60697	LCFF 2000-2999: Classified Personnel Salaries Clerical/Office - OAII

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 - SED, Foster, Homeless

Strategy/Activity

Students will be supported throguh the Student Wellness Center with healthy coping skills and to address social-emotional needs on campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies Materials and Supplies - Supplies for Wellness Center

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will be introduced to careers through Career Day by bringing community members into the school to discuss their jobs and opportunities for students beyond 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)
1200	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Support from an extra administrator on campus is needed to assist with supervision, discipline, IEP meetings, and student/family interactions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	LCFF 1000-1999: Certificated Personnel Salaries Administrator salary
14500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Administrator salary

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 overall effectiveness of this goal was difficult to measure due to no California Dashboard data on suspension rates, however we utilized in-house data to support all the given metrics. Attendance and discipline issues (suspensions) were a major concern that affected the overall implementation of our school plan this past year. The number of students suspended went up drastically and increased by 72% as compared to data from last year we had in-person instruction (2019-2020). However, we did decrease our overall number of discipline referrals by 59% (2441 in 2019-2020 to 1014 in 2021-2022). This shows that our plan to work with students in the classroom worked to reduce the referrals, but more emphasis and care is needed for our most vulnerable population that were suspended for grave offenses this past year. Attendance was a concern with

COVID quarantine guidelines. Students missed a lot of school, for reasons outside of their control. Attendance, health guidelines and restrictions made it difficult for students to feel connected to school and participate in a full year's worth of SEL growth and culture building on campus. Programs that typically support a positive, safe school environment such as WEB, ASB, and after school clubs and sports were absent or greatly reduced/modified due to county and state health guidelines. The strategies/activities from the previous year reflected the need to provide social-emotional support for students to feel safe at school. Those supports will continue, but a greater emphasis is needed in social skills, responsibility, and SEL support in school. A large focus has been placed on having students feel connected to school again. Many students need opportunities to talk about feelings, participate in positive school activities, and have opportunities to interact with one another.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major discrepancy between the intended implementation and the budgeted expenditures was the reduction in support and administrative staff in the office. This caused a disruption when trying to achieve the goal of checking in with students, monitoring attendance, and contacting families in regard to academic and behavior concerns. There was just not enough human capital to support the needs of the students this past year. There were also some vacant paraprofessional and campus supervisor positions all year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Many of the same strategies and activities still apply, but will need to be modified or adjusted to meet the needs of students for this school year. The school did adjust the metrics/indicators and the expected outcomes. We will continue to address the need for more supervision on campus as the current amount of campus supervisors does not allow us to appropriately monitor areas and provide support for students. This is reflected in strategy 7 of this goal. We also added additional administrative support for this upcoming year to help address behavior and attendance concerns. This is reflected in strategy 25. Finally, in order to build a positive, safe school environment, and address the great SEL needs we saw this past year, we have added a Wellness Center for our students to check-in, feel supported, and create a pro-active approach with peer relationships and discipline. It is reflected in strategy 23 of our school plan.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children
To increase volunteer opportunities so parents can assist in the classroom and on campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	2021-2022 needs survey results: 31 parent took the survey 87% felt welcomed when they visit the school. 2% did not. 1% of families said that someone was not available to speak the language of the parents in the office	Data for the Needs Survey will improve by the following: Feeling welcomed at school 5% Preferred language in office 1%
Average attendance at ELAC Meetings	An average of 6 parents attended ELAC Meetings.	Attendance will increase by 50% at ELAC Meetings this year.
Parent attendance at Back to School Night	2021-2022 Back To School Night Attendance - completed virtually 518 students had someone attend BTSN	2022-2023 Back To School Night attendance will increase by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I parent information presented at Back to School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Compact and Title I School-Level Parent and Family Engagement Policy developed and revised with parent groups (SSC and ELAC) and distributed to all parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent empowerment classes will be provided, with support from the Outreach Specialist and Counselors, in the evening throughout the school year, including but not limited to Canvas, Project 2 Inspire, Technology/Internet Safety and classes for working with teenagers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Parent Project Materials
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
1000	Title III 2000-2999: Classified Personnel Salaries Other Classified - Outreach OT

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

Parents will be invited to Fall Parent Conferences for all students. Spring Parent Conferences will be held for students at-risk of not meeting grade level standards. Translators are for parents of EL students for any additional meetings as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title III 2000-2999: Classified Personnel Salaries Verbal Translation - Extra Help

2000	Title III 2000-2999: Classified Personnel Salaries Verbal Translation - OT

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.

SED, Homeless, English Learners

Strategy/Activity

ORC provides outreach to communities and families on a regular basis and helps to coordinate services when possible. Food care packages are distributed to families in need during designated times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 3, Activity 3

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3232	Title III 4000-4999: Books And Supplies Supplies for 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

Provide parent involvement opportunities will be offered via committee meetings: SSC, PTO and ELAC.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 3 Strategy 6 for ELAC supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PTO meets on a regular basis. Parents are encouraged to attend in order to provide input.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

District and Site opportunities provided for families to attend parent workshops: CABE, Mother-Daughter, Project 2 Inspire, PIQUE, and Wellness Workshops provided by school counselors.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference - CABE

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

School counselors will provide parent workshops for high school transition supporting A-G Requirements. They collaborate with the OUHSD about scholarships, high school resources, and programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students. Emphasis on - English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, and GATE

Strategy/Activity

Support teachers and staff with parents meetings such as SST and monitoring conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters

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

Extra Clerical Support in Office to support student and family needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3781	LCFF 2000-2999: Classified Personnel Salaries Clerical Substitutes
4000	LCFF 2000-2999: Classified Personnel Salaries Clerical O.T.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant Students

Strategy/Activity

Encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1, Activity 34

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

The school campus will be an inviting and accessible area for families when meeting with school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Non-Capitalized Equipment - Front Office Needs
3000	LCFF 4000-4999: Books And Supplies Computer Supplies and Software

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.

Parents were provided meaningful opportunities to participate in their children's growth. Parents attended various trainings such as Canvas, Parent Night meetings, as well as Back to School Night and Parent/Teacher conferences to be involved in their children's well-being and education. School meetings were held virtually (ELAC and SSC), which allowed parents to be a part of the decision-making process at school and participate in a new capacity. As a result of being virtual, parents were afforded more access to join meetings with their various work and home commitments that previously did not allow them to attend. All SSTs, IEPs, Parent-Teacher Meetings, and 504s were held virtually to still allow parents to be a part of the process with an option of in-person environment, if needed. Families continued receiving hotspots to facilitate meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Online applications like Zoom and Canvas allowed for parents the opportunity to participate in their child's education, though there were challenges in getting parents familiar and comfortable with the applications. Not all parents signed up to receive notifications to be able to monitor student progress via Canvas. The discrepancy between Canvas and Q caused parents to not always be up to date with information or know where they should consistently look. County Health and Safety guidelines caused less participation from community members overall.

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.

Many of the strategies and actions will remain the same this year. Online meetings allowed for generally more participation and less cancellations for IEP and 504 meetings. The modified times did not affect attendance as we transitioned to using Zoom for ELAC and PTO meetings. They were not affected due to the meetings being online. School Site Council meeting scheduled right after school allowed for more consistent participation of all committee members. This year, we are looking to add more on campus opportunities for parents with Back to School night, trainings, and various meetings with our Outreach Specialist.

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	$123,542.00
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	$362,802.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$96,731.00
Title III	$26,811.00

Subtotal of additional federal funds included for this school: $123,542.00

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	$209,260.00
LCFF - Intervention	$30,000.00

Subtotal of state or local funds included for this school: $239,260.00

Total of federal, state, and/or local funds for this school: $362,802.00

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	96,731.00	0.00
Title III	26,811.00	0.00
LCFF	209,260.00	0.00
LCFF - Intervention	30,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	209,260.00
LCFF - Intervention	30,000.00
Title I	96,731.00
Title III	26,811.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	35,500.00
2000-2999: Classified Personnel Salaries	LCFF	119,262.00
4000-4999: Books And Supplies	LCFF	46,498.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	30,000.00
1000-1999: Certificated Personnel Salaries	Title I	25,000.00
2000-2999: Classified Personnel Salaries	Title I	23,335.00
4000-4999: Books And Supplies	Title I	25,886.00
5000-5999: Services And Other Operating Expenditures	Title I	22,510.00

1000-1999: Certificated Personnel Salaries	Title III	3,379.00
2000-2999: Classified Personnel Salaries	Title III	7,700.00
4000-4999: Books And Supplies	Title III	8,232.00
5000-5999: Services And Other Operating Expenditures	Title III	7,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	188,708.00
Goal 2	139,581.00
Goal 3	34,513.00

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
Tyler Higa	Principal
Maybellyne Frazer	Classroom Teacher
Kristin Dodge	Classroom Teacher
Crystal Reagan	Classroom Teacher
Mark Urwick	Classroom Teacher
Amber Pergeson	Other School Staff
Yolanda Melano	Parent or Community Member
Bob Vargas	Parent or Community Member
Yanira Ortega	Parent or Community Member
Genesis Gonzalez	Secondary Student
Rayleen Gonzalez	Secondary Student
Aleshka Guillen	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
Rayleen	School Site Council
Veronica	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 June 6, 2022.

Attested:

Tyler Higa	Principal, Tyler Higa on 06/08/22
Rayleen	SSC Chairperson, Ms. Rayleen Gonzalez on 06/08/22

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Norma Harrington Elementary School	56725386055297	5/24/22	8/24/22

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Harrington operates with one goal in mind: high academic achievement for all students. As a result, teachers and staff work tirelessly in order to meet the needs of all students. We know that in order for all students to achieve academic excellence, we must create a partnership with parents and community stakeholders. Additionally, we understand the value of providing students with a voice and allowing our students to be part of their academic journey. Our staff is dedicated to providing students a welcoming, safe and nurturing environment conducive to learning as well as welcoming to parents and community members. We encourage students and staff to adhere to and live by our Guidelines for Success, GROWL (Great Attitude, Respectful, Ownership, Work Hard and Leadership).

The Oxnard School District has approved a contract variance which allows teachers a common

planning time once a week. This planning time is used to reflect on first instruction, as well as review student data in order to meet the needs of all students, especially English Language Learners, Dual Language Immersion students and Special Education students. Harrington staff began foundational work in common Core Standards alignment to instruction, biliteracy unit implementation and SBAC skill development through this process .The majority of our students demonstrated growth language arts in Spanish. However, we still have groups of students that have not made adequate growth and we will continue to adjust our practice, as we continue the work done last year. This year we intend to deepen our understanding of the NGSS and Social Science Standards and link them to our English Language Arts and Math standards. This process will be strengthened with the implementation of the biliteracy units. As our biliteracy program expands through the grade levels, it is important that teachers in grades 2nd through 5th prepare for this unit design and format. Teachers will also services students by doing universal access time. While our staff continues to be guided by Common Core standards, it is our goal this year to improve and increase the overall rigor of our instructional program that supports Common Core Writing Standards.

In order to meet the needs of all students, Harrington School is committed to providing staff with support in the areas of PBIS and Common Core Standards. Therefore, this year we initiated a leadership group that is linked with a basis in the Common Core Standards in order to facilitate the discussion and provide staff with guidance on adequate first instruction for all learners. As a continuation from last year, another leadership group provides guidance in the area of PBIS in order to maintain a culture in which student and staff expectations and procedures are clear. Both leadership teams understand the importance of collective efficacy and will work together on the following goals:

- Create and maintain a safe learning environment conducive to learning for all students
- Address student needs through the MTSS system and provide necessary intervention and enrichment
- Monitor student foundational skills data weekly (reading & math) and increase rigor via the content areas of Science and Social Sciences
- Include students in their own academic journey by reviewing data with them on a consistent basis

We are confident that with a laser focus and increased accountability, students will have access to an engaging and meaninful instructional program. Our staff is committed to improving our craft in order to best meet the needs of our diverse population.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted on a weekly basis. Administration used the results of the observations to provide feedback and professional development to teachers. In reflection, it was determined that more professional development was needed in the area of common core standards and depth of knowledge. The site plans to continue the work with development and understanding of all academic standards, specifically, we will be establishing a more focused and targeted approach to professional development of the writing standards across all content areas . Additionally, support will be provided to kindergarten through fourth grade as it pertains to implementation of the biliteracy units and assessments.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and the site instructional leaders will use both standards-based formative and summative assessments to modify and adapt instruction for all learners. Specifically, teachers and site instructional leadership will review common assessments in the biliteracy units, Interim Assessment Blocks, and other standards-based assessments selected by the grade level in order to modify instruction. Every month, diagnostic data is reviewed via the STAR platform which allows teachers to make informed instructional decisions.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers and site instructional leaders will review monthly STAR reading and math data to improve first instruction in grades kindergarten through 5th . Additionally, STAR reading and math results will be used to determine the need for intervention and enrichment. Teachers have collaboration time every week where they review assessment data to make any instructional modifications that are deemed necessary.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District ensures that that all site staff meet 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 material, programs and 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 supporting the use of these materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and District level to ensure that instruction is aligned to current Common Core State Standards. There is a District assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. All staff development is provided based on the current needs of our students and the professional needs of our staff. Staff members are an integral part of the collaboration in determining next steps.

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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate every Wednesday as determined by the District contract. Additionally, when subs are available, teachers are subbed out by grade levels for additional collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Staff collaboration , 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.Teachers collaborate by grade level, to maintain an appropriate pace in order to provide the necessary interventions.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials,provided for all students, are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided with various services to enable underperforming students to meet standards:

- Literacy Intervention Teacher
- Differentiated Instruction across English Language Arts and Math
- Instructional Assistants in kindergarten for 1.5 hours a day
- Instructional programs such as CORE 5 and Lexia to provide extra intervention and enrichment to students and to support teachers to provide differentiation
- Canvas Learning Management System to promote organization of class work and facilitate communication with families

Evidence-based educational practices to raise student achievement

Teacher collective efficacy is a top priority at Harrington School. The single most important factor in determining high student achievement is first instruction. Therefore, this year, teachers and staff will be provided with both professional development on Common Core Standards-based instruction and planning. The planning will be done during grade level collaboration time for math and language arts.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our outreach to parents varies in program offerings and time of day to accommodate both stay at home and working parents. All our meetings are offered in English and Spanish, and Mixteco translation is available when needed. Our focus has been to engage parents in the decision making at the school, as well as offer them opportunities to build their own skills to help their children succeed in school. We support a college going culture and help our parents turn a dream of college for their children into a plan that will make that dream attainable. Our ORC and school counselor organize, facilitate and present workshops that provide our parents with opportunities to further support their students. Our school counselor also offers classes on preparing for parent conferences and strategies for dealing with adolescents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Student achievement data is reviewed multiple times a year with staff, parents and students (CAASPP,ELPAC, STAR 360). Title I funding and expenditures are reviewed as well, in order to determine the alignment with our SPSA goals. Additionally, site leadership, staff and parents provide input in the creation of the goals.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Parent engagement and involvement is a top priority and we understand its importance as it pertains to the overall academic achievement of our students. Therefore, we provide refreshments for parents who attend any of our meetings. Additionally, our Outreach Consultant and Counselor make themselves available to our families in cases where families need social-emotional support, and assistance with basic needs for their students, and additionally, we provide translation for any parent meeting when needed. We also support our at promise students with tutoring to ensure that they are making academic growth.

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

During the summer and at the start of the year, the site leadership teams, which include the principal, meet in order to review academic progress and develop site academic goals to target the students needs. This information is shared with School Site Council and the English Learner Advisory Committee during SPSA development.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to better meet the needs of our students, we need a more systematic approach to collaboration and data review. Therefore, this year we plan to become more knowledgeable and informed regarding effective Common Core Standards based first instruction and use this information to guide the collaboration that occurs during grade level and site based collaboration. This applies to our various instructional programs such as; SEI, Biliteracy and SDC. In our District we also have a shortage of substitute teachers, which can presdent challenges to provding constistent quality instruction. Dual Instruction teachers were not always able to attend the training for the Biliteracy Units due to sub shortages.

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%	0%	%	0	0	
African American	0.35%	0.3%	%	2	2	
Asian	0.35%	0.2%	%	2	1	
Filipino	0.53%	0.7%	%	3	4	
Hispanic/Latino	95.76%	96.3%	%	542	564	
Pacific Islander	0%	0%	%	0	0	
White	2.65%	2.2%	%	15	13	
Multiple/No Response	0.35%	0.3%	%	2	2	
			Total Enrollment	566	586	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	106	
Grade 1	84	95	
Grade 2	104	85	
Grade3	108	102	
Grade 4	91	110	
Grade 5	81	88	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	566	586	

Conclusions based on this data:

Our student enrollment is decreasing due to reasons outside of our control. Our office staff talks to parents upon knowledge that a student(s) is leaving our school. The reasons usually have to do with the need to relocate for personal and financial reasons.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	421	398	397	71.6%	70.3%	67.7%
Fluent English Proficient (FEP)	60	64	73	10.2%	11.3%	12.5%
Reclassified Fluent English Proficient (RFEP)	62	58	42	13.4%	13.8%	10.6%

Conclusions based on this data:

Last year, we were able to reclassify 42 students. We were able to reclassifly more students, as they were present at school and we were able to test them in person. As our staff addresses the instructional needs of our students as it pertains to their development of English, we will see an increase of students with the necessary scores to reclassify. Teachers and staff were intentional with reading first instruction for English Learners. This provided our students with the necessary skills to improve their succession the ELPAC.

School and Student Performance Data

Star Early Literacy

Norma Harrington Elementary School											
		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
Grade K	69	28	41%	13	19%	9	13%	19	28%	2	734
Grade 1	95	43	45%	14	15%	9	9%	29	31%	2	785
Grade 2	52	29	56%	5	10%	5	10%	13	25%	1	839

Conclusions based on this data:

This year we were able to test students in their classrooms. We have seen an increase in our growth. We will continue to foucus on our first instruction in order to provide students with the basic foundational skills and critical thinking skills necessary to continue to make growth in the Star Early Literacy Test. For the Spanish Star Early Literacy in kinder: 52% on bench mark, 25% on watch and 23% on Intervention. The Star Early Literacy results for 1st grade are as follows: 30% on bench mark, 9% on watch and 62% on Intervention.

School and Student Performance Data

Star Reading

Norma Harrington Elementary School											
		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 2	74	29	39%	27	36%	12	16%	6	8%	1	882
Grade 3	71	30	42%	25	35%	12	17%	4	6%	1	931
Grade 4	97	56	58%	22	23%	9	9%	10	10%	1	977
Grade 5	100	47	47%	16	16%	27	27%	10	10%	1	992

Conclusions based on this data:

Our data is not as strong as we would like it to be, but our teachers are dedicated to continue their work on first instruction .At Harrington the DLI program in Spanish is much stronger with the data in the grades second through third grade. 40% of students are above grade level. We also have 16% of students who are on watch and we have 22% of student who are at the intervention level.

School and Student Performance Data

Star Math

Norma Harrington Elementary School											
		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 1	100	40	40%	47	47%	11	11%	2	2%	2	819
Grade 2	85	42	49%	26	31%	12	14%	5	6%	1	882
Grade 3	78	45	58%	22	28%	10	13%	1	1%	1	913
Grade 4	102	42	41%	44	43%	14	14%	2	2%	1	973
Grade 5	101	58	57%	23	23%	6	6%	14	14%	1	1000

Conclusions based on this data:

Now that students are back to in person instruction we are hopeful that we will continue to work on first instruction, so that our students can grow academiclly.

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 3	85	94		85	94		85	94		100	100	
Grade 4	98	83		98	83		98	83		100	100	
Grade 5	90	97		89	97		89	97		98.9	100	
All Grades	273	274		272	274		272	274		99.6	100	

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	2351.	2387.		7.06	8.51		10.59	15.96		22.35	34.04		60.00	41.49	
Grade 4	2418.	2429.		4.08	12.05		27.55	18.07		22.45	26.51		45.92	43.37	
Grade 5	2440.	2465.		3.37	11.34		17.98	24.74		23.60	23.71		55.06	40.21	
All Grades	N/A	N/A	N/A	4.78	10.58		19.12	19.71		22.79	28.10		53.31	41.61	

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 3	4.71	13.83		35.29	50.00		60.00	36.17	
Grade 4	6.12	10.84		51.02	39.76		42.86	49.40	
Grade 5	11.24	17.53		32.58	43.30		56.18	39.18	
All Grades	7.35	14.23		40.07	44.53		52.57	41.24	

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	3.53	8.51		34.12	50.00		62.35	41.49	
Grade 4	9.18	7.32		43.88	58.54		46.94	34.15	
Grade 5	7.87	18.56		39.33	51.55		52.81	29.90	
All Grades	6.99	11.72		39.34	53.11		53.68	35.16	

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	7.06	11.70		49.41	62.77		43.53	25.53	
Grade 4	5.10	13.25		65.31	63.86		29.59	22.89	
Grade 5	3.37	8.25		50.56	56.70		46.07	35.05	
All Grades	5.15	10.95		55.51	60.95		39.34	28.10	

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	11.76	6.38		38.82	56.38		49.41	37.23	
Grade 4	9.18	15.66		57.14	46.99		33.67	37.35	
Grade 5	10.11	15.46		44.94	50.52		44.94	34.02	
All Grades	10.29	12.41		47.43	51.46		42.28	36.13	

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:

We had all of our students that had not tested in two years due to the pandemic. When looking at the data for Third-Fifth grade it was lower than in 18-19, which was the last time our students tested. However, in 18-19 we had 31% of our student exceeded or met standards for the CAASPP test. This time we have 27 % of our students who are exceeding or meeting standards. We will continue to focus on our first instruction in order to provide students with the basic foundational skills and critical thinking skills necessary to continue to move them across the bands with the goal of reaching met standard. We are aware that although we made positive growth last year, we still have a significant amount of students not making significant growth. As a site, we will look at those students and review our instructional program to better meet the needs of these students.

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 3	85	94		85	94		85	94		100	100	
Grade 4	98	83		98	82		98	82		100	98.8	
Grade 5	90	97		89	97		89	97		98.9	100	
All Grades	273	274		272	273		272	273		99.6	99.6	

* 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	2365.	2394.		3.53	4.26		12.94	19.15		21.18	40.43		62.35	36.17	
Grade 4	2427.	2425.		4.08	8.54		22.45	17.07		34.69	37.80		38.78	36.59	
Grade 5	2430.	2465.		1.12	18.56		6.74	17.53		21.35	18.56		70.79	45.36	
All Grades	N/A	N/A	N/A	2.94	10.62		14.34	17.95		26.10	31.87		56.62	39.56	

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	7.06	8.51		29.41	40.43		63.53	51.06	
Grade 4	12.24	13.41		29.59	26.83		58.16	59.76	
Grade 5	3.37	23.71		20.22	24.74		76.40	51.55	
All Grades	7.72	15.38		26.47	30.77		65.81	53.85	

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	8.24	11.70		30.59	51.06		61.18	37.23	
Grade 4	9.18	10.98		51.02	41.46		39.80	47.56	
Grade 5	2.25	13.40		30.34	41.24		67.42	45.36	
All Grades	6.62	12.09		37.87	44.69		55.51	43.22	

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	4.71	8.51		42.35	56.38		52.94	35.11	
Grade 4	5.10	10.98		50.00	47.56		44.90	41.46	
Grade 5	3.37	18.56		32.58	35.05		64.04	46.39	
All Grades	4.41	12.82		41.91	46.15		53.68	41.03	

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, the number of students meeting or exceeding standard was lower than in 18-19. In 18-19 we had 23% of student who were meeting or exceeding. In 21-22 we have 19% that were meeting or exceeding. In reflection across the grade level, teachers attributed 19% to good attendance from the students and from the staff. For two years we have been in a pandemic and all of our students had not tested in CAASPP. Harrington overall has good attendance with the students. The only month we saw a dip was in December. Teachers had a more systematic approach to planning with the banking day on Wednesday. Our teachers collaborated all year long about standards and how to best meet the needs of our students across all levels. Specifically, teachers focused on movement and targeted their instruction to move students across the level bands. There instruction was guided by the STAR data. We will continue to move student across the bands with more students meeting standard. We will continue to provide students with the instruction needed to meet their diverse academic needs.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1405.3	1426.2	1398.4	1410.0	1430.6	1408.4	1394.4	1415.7	1374.9	96	66	49
1	1450.2	1441.8	1437.2	1454.6	1445.4	1453.3	1445.2	1437.6	1420.7	100	94	23
2	1475.1	1493.1	1488.3	1462.8	1479.5	1489.3	1486.7	1506.1	1486.7	75	97	52
3	1483.1	1483.0	1468.4	1470.5	1462.6	1468.2	1495.2	1503.0	1468.2	62	51	79
4	1509.8	1521.0	1503.1	1499.4	1509.3	1497.6	1519.6	1532.2	1508.3	33	40	63
5	1503.9	1525.5	1514.4	1486.5	1514.0	1506.2	1520.8	1536.6	1522.1	28	17	45
All Grades										394	365	311

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	22.92	13.64	4.17	23.96	45.45	25.00	37.50	33.33	45.83	15.63	7.58	25.00	96	66	48
1	36.00	3.19	8.70	28.00	36.17	26.09	11.00	46.81	34.78	25.00	13.83	30.43	100	94	23
2	29.33	22.68	9.62	46.67	42.27	59.62	22.67	24.74	25.00	*	10.31	5.77	75	97	52
3	*	3.92	2.56	27.42	39.22	25.64	33.87	47.06	46.15	27.42	9.80	25.64	62	51	78
4	*	17.50	15.87	54.55	57.50	33.33	*	25.00	39.68	*	0.00	11.11	33	40	63
5	*	17.65	11.11	46.43	52.94	40.00	*	29.41	35.56	*	0.00	13.33	28	17	45
All Grades	24.62	12.60	8.41	34.01	43.01	34.95	25.38	35.34	38.83	15.99	9.04	17.80	394	365	309

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	26.04	18.18	10.42	28.13	36.36	27.08	21.88	37.88	35.42	23.96	7.58	27.08	96	66	48
1	45.00	9.57	21.74	22.00	35.11	30.43	12.00	39.36	34.78	21.00	15.96	13.04	100	94	23
2	29.33	24.74	32.69	52.00	46.39	42.31	14.67	19.59	23.08	*	9.28	1.92	75	97	52
3	17.74	11.76	14.10	30.65	23.53	48.72	27.42	47.06	19.23	24.19	17.65	17.95	62	51	78
4	42.42	32.50	25.40	33.33	52.50	44.44	*	15.00	23.81	*	0.00	6.35	33	40	63
5	*	35.29	22.22	*	47.06	53.33	*	17.65	15.56	*	0.00	8.89	28	17	45
All Grades	32.23	19.18	20.71	32.49	39.18	42.72	17.77	31.23	23.95	17.51	10.41	12.62	394	365	309

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	19.79	7.58	2.08	16.67	45.45	10.42	53.13	42.42	62.50	*	4.55	25.00	96	66	48
1	34.00	3.19	4.35	26.00	28.72	21.74	13.00	37.23	30.43	27.00	30.85	43.48	100	94	23
2	28.00	19.59	3.85	46.67	36.08	51.92	17.33	26.80	30.77	*	17.53	13.46	75	97	52
3	*	3.92	0.00	19.35	33.33	11.54	40.32	54.90	50.00	35.48	7.84	38.46	62	51	78
4	*	15.00	14.29	45.45	32.50	17.46	33.33	47.50	39.68	*	5.00	28.57	33	40	63
5		5.88	4.44	64.29	17.65	22.22	*	76.47	51.11	*	0.00	22.22	28	17	45
All Grades	20.30	9.86	4.85	30.96	34.25	21.68	30.46	40.82	45.31	18.27	15.07	28.16	394	365	309

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	41.67	15.15	8.33	44.79	77.27	75.00	13.54	7.58	16.67	96	66	48
1	56.00	39.36	34.78	29.00	48.94	56.52	15.00	11.70	8.70	100	94	23
2	41.33	22.68	15.38	57.33	67.01	84.62	*	10.31	0.00	75	97	52
3	27.42	7.84	24.36	62.90	66.67	53.85	*	25.49	21.79	62	51	78
4	42.42	35.00	30.65	48.48	60.00	54.84	*	5.00	14.52	33	40	62
5	39.29	11.76	17.78	46.43	76.47	68.89	*	11.76	13.33	28	17	45
All Grades	42.89	24.38	21.43	46.45	63.84	64.94	10.66	11.78	13.64	394	365	308

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	17.71	15.15	10.42	53.13	71.21	47.92	29.17	13.64	41.67	96	66	48
1	35.00	4.26	8.70	39.00	70.21	69.57	26.00	25.53	21.74	100	94	23
2	30.67	24.74	40.38	62.67	67.01	51.92	*	8.25	7.69	75	97	52
3	24.19	21.57	23.38	41.94	56.86	53.25	33.87	21.57	23.38	62	51	77
4	54.55	27.50	38.10	39.39	70.00	52.38	*	2.50	9.52	33	40	63
5	*	58.82	50.00	39.29	41.18	43.18	*	0.00	6.82	28	17	44
All Grades	29.95	19.18	29.97	47.46	66.30	51.79	22.59	14.52	18.24	394	365	307

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	*	3.03	2.08	76.04	89.39	68.75	15.63	7.58	29.17	96	66	48
1	51.00	15.96	13.04	23.00	46.81	43.48	26.00	37.23	43.48	100	94	23
2	37.33	20.62	30.77	50.67	62.89	57.69	*	16.49	11.54	75	97	52
3	*	3.92	1.28	50.00	72.55	42.31	46.77	23.53	56.41	62	51	78
4	*	15.00	11.11	69.70	70.00	57.14	*	15.00	31.75	33	40	63
5	*	11.76	8.89	71.43	82.35	62.22	*	5.88	28.89	28	17	45
All Grades	23.60	12.88	10.36	52.79	66.58	55.02	23.60	20.55	34.63	394	365	309

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	48.96	56.06	17.02	41.67	40.91	46.81	*	3.03	36.17	96	66	47
1	18.00	4.26	4.35	51.00	75.53	43.48	31.00	20.21	52.17	100	94	23
2	29.33	21.65	3.85	66.67	59.79	78.85	*	18.56	17.31	75	97	52
3	19.35	13.73	0.00	69.35	78.43	70.51	*	7.84	29.49	62	51	78
4	42.42	20.00	14.29	57.58	80.00	60.32		0.00	25.40	33	40	63
5	50.00	11.76	8.89	50.00	88.24	75.56		0.00	15.56	28	17	45
All Grades	32.23	21.64	7.79	55.08	66.58	64.94	12.69	11.78	27.27	394	365	308

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:

As the reclassification requirements have changed, we must focus our efforts on providing the necessary English language development instruction to move the 35% of our students that have ELPAC scored in Level 3 (Moderately Developed) to a Level 4 (Well Developed) so that they can be considered for reclassification. Specifically with our Level 4 students (25%), we need to ensure that their reading level is at the same level of their non English Learner peers so that they can be considered for reclassification. Our English Learner parents are very concerned with reclassification for their students and have committed to helping our teachers with the charge of reclassifying our English Language Learners Level 3.

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 (21-22)	3rd Grade Exceeded or Met: 9% Nearly Me : 31% Not Met : 58% 4th Grade Exceeded or Met : 18% Nearly Met: 23% Not Met: 55% 5th Grade Exceeded or Met : 38% Nearly Met: 24% Not Met: 30%	Focus on Growth from level to level: 10% of students from each level will increase score in order to move to next level. 3rd Grade will be increased to 19 %, 4th Grade will be increased to 28 % and 5th grade will be increased to 48% in order to move to the next level.
CAASPP Math (21-22)	3rd Grade Exceeded or Met :6% Nearly Met:61% Not Met:65% 4th Grade Exceeded or Met: 9%	Focus on Growth from level to level: 10% of students from each level will increase scores in order to move to the next level. 3rd grade will be increased to 16%, 4th grade will be increased to 19%, and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Nearly Met:33% Not Met:57% 5th Grade Exceeded or Met: 20% Nearly Met:28% Not Met:46%	5th grade will increased to 30% in order to move to the next level.
Reclassification	2021-2022 school year: 42 English Learners were reclassified.	Reclassify 15% of 398 Students who meet reclasification rates. the goal will be to reclassify 59 students.
STAR 360 Math	1st Grade Above/Watch :11% Intervention/ Urgent: 56% 2nd Grade Above/Watch: 22% Intervention/ Urgent: 58% 3rd Grade Above/Watch: 16% Intervention/Urgent: 85% 4th Grade Above/Watch : 17% Interevention/Watch: 83% 5th Grade Above/Watch: 24% Intervention/Urgent: 76%	Focus on Growth from level to level: 10% of students from each level will increased sore in order to move to the next level. 1st grade will be increased to 21%,2nd grade will be increased to 32%, 3rd grade will be increased to 26%, 4th grade will be increased to 27% and 5th grade will increase to 34%.
STAR 360 Early Literacy Spanish	Current domain mastery is at 70 %	Domain mastery will exceed 80%%.
STAR 360 Early Literacy English	Current domain mastery is at 40%	Domain mastery will exceed 50%.
Star 360 Reading Spanish	1st Grade Above/Watch: 45% Intervention/Urgent: 56% 2nd Grade Above/Watch: 63% Intervention/Urgent: 37%	Focus on Growth from level to level: 10% of students from each level will increased sore in order to move to the next level. 1st grade will be increased to 55%, 2nd grade will be increased to 73%, and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade Above/ Watch: 44% Intervention/Urgent: 56%	3rd grade will be increased to 54%.
STAR 360 Reading English	1st Grade Above/Watch: 32% Intervention/Urgent: 68% 2nd Grade Above/Watch: 25% Intervention/Urgent: 75% 3rd Grade Above/Watch: 23% intervention/Urgent: 77% 4th Grade Above/Watch: 20% Intervention/Urgent: 80% 5th Grade Above/Watch: 43% Intervntion/Urgent: 56%	Focus on Growth from level to level: 10% of students from each level will increased sore in order to move to the next level. 1st grade will be increased to 42%,2nd grade will be increased to 35%, 3rd grade will be increased to 33%, 4th grade will be increased to 30% and 5th grade will increase to 53%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will collaborate with the principal in order to identify students who will receive reading intervention in grades kindergarten to 5th. Teachers will review data with the principal from STAR 360, Lexia and ST Math to make sure students are showing adequate 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 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All teachers will continue implementation of best practices with emphasis on first instruction. The site will suppoport professional development with emphasis on writing and oracy (Academic Vocabulary linked to text) in general education and special education classrooms. The goal is to get students to grade level. Collaboration time includes teacher planning, vertical teaming, and data analysis. Teachers will include universal acess time to daily instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Professional Development for TK
1720	Title III 1000-1999: Certificated Personnel Salaries Professional Development for ELD
2000	Title III 1000-1999: Certificated Personnel Salaries Professional Development for Math
12160	LCFF - Intervention 4000-4999: Books And Supplies Support addtional materials needed math or ELD

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

Follow Oxnard School District assessment calendar to monitor student progress on State and Disitrct required assessments, including CAASPP, ELPAC and STAR Early Literacy, Reading, and Math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Addiitonal books will be provided to allow students more access to literature and nonfiction texts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6137	Title I 4000-4999: Books And Supplies Books Librarian/ Book Club
6000	Title I 4000-4999: Books And Supplies SEI Books for the classroom/ novels sets
6505	LCFF 4000-4999: Books And Supplies SEI Books for the classroom/ novels sets
6006	LCFF 4000-4999: Books And Supplies DLI Books for the classroom/ novels sets

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use Illuminate database to provide information for teachers to collaborate regarding formative and summative assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Illuminate contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will be provided with Reading and Math Enrichment and/or Intervention strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures My Lexia Core 5- Phonics and Reading
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math

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

Students will recieve Reading Intervention to support growth in literacy and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher
29,996	LCFF 1000-1999: Certificated Personnel Salaries Math Intervention Service Provider
29,996	Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Service Provider 3rd-5th

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will earn incentives to promote academic achievement and positive attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies Incentives-Academic
2000	Title I 4000-4999: Books And Supplies Incentives-Attendance

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, including GATE

Strategy/Activity

Support enrichment and student experiences linked to Biliteracy Units, NGSS Science Standards, Common Core Standards, and strand focus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies Materials supporting Enviroment strand
4319	LCFF 4000-4999: Books And Supplies NGSS Science, Common Core Standards supplies
2343.25	Title III 4000-4999: Books And Supplies NGSS Science, Common Core Standards supplies
4000	LCFF 4000-4999: Books And Supplies Gate clusters/ Enrichment
4000	LCFF 4000-4999: Books And Supplies TK Materials
2343.25	Title III 4000-4999: Books And Supplies Materials supporting Enviroment strand
2343.25	Title III 4000-4999: Books And Supplies Gate Clusters/ Enrichment
4000	LCFF 5000-5999: Services And Other Operating Expenditures Field trips to support Common Core Standards

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

Monthly meetings will be scheduled to monitor student progress either through the Coordinated Services Team Meetings or Student Success Team Meetings to address the emotional and adcademic needs of at- promise students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Subs
	District Funded 1000-1999: Certificated Personnel Salaries School counselor

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

Monthly STAR 360 Reading, Early Literacy, Math Assessments will be administered to monitor student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Supplemental literature, texts and materials will be purchased to support English Language Development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies Books and materials
2343.25	Title III 4000-4999: Books And Supplies Books and materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

District Technology Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified salary: Site Tech

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

Replenishment of technology and equipment to ensure students have the tools they need to learn.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Replenish Laptops/keyboards
4000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will have use of the Xerox, Duplo and laminating machines. Instructional materials and supplies will be provided to support 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)
4000	LCFF 4000-4999: Books And Supplies Warehouse

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

Leadership and PBIS will meet regularly to discuss and collaboratively develop a school plan to improve students' academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF 1000-1999: Certificated Personnel Salaries Leadership/ PBIS extra hours for teachers

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide para educator support to English Learners in first grade .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title III 2000-2999: Classified Personnel Salaries Classified Salary

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.

Incoming kindergarten students

Strategy/Activity

Provide transition activities for incoming kindergarten 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)
1000	LCFF 1000-1999: Certificated Personnel Salaries Kinder transition workshop-Teacher extra pay

1000	LCFF 4000-4999: Books And Supplies Kinder parent transitional workshop materials
2000	LCFF 2000-2999: Classified Personnel Salaries Extra support with translations
1000	LCFF 1000-1999: Certificated Personnel Salaries TK transition workshop-Teacher extra pay

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.

5th Grade Students

Strategy/Activity

Provide middle school transition presentations to 5th grade students prior to end of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education transition meetings will be held to support students transitioning to middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A music teacher will support the strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary: Extra Support Teacher
7000	LCFF 4000-4999: Books And Supplies Instruments

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.

Students in the After School Program

Strategy/Activity

The After School Program Administrator meets monthly with the site Principal to evaluate the program and work on correlating the after school program to the regular school day programs and services . They will also work to integrate Harrington's Arts and Environmental Science focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

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.

Students in the After School Program

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in the After School Program

Strategy/Activity

Supplemental literacy and math instruction in After School program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

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.

3rd-5th grade students

Strategy/Activity

Students will set goals and chart STAR 360 Reading and Math scores throughout the year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school's Accelerated Reader reading program will be supported by the Library/Media Tech. Students will earn incentives for meeting 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 2000-2999: Classified Personnel Salaries Classified Salary: Library/Media Tech
2000	LCFF 4000-4999: Books And Supplies Incentives-AR

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

The discussion and dialogue regarding specific instructional changes were part of the weekly collaboration that Harrington School participates in with common planning time. This is extremely beneficial in order to sustain any strategy or activity put forth in our SPSA. Last year, we contracted with a Literacy Intervention Teacher to support reading. However, due to sub shortages she spend a lot of time subbing in the classroom and did not provide intervention for our studnts consistency. This year we are adding a Math Intervention Service Provider Teacher to support in math. Our scores are low in math and in order to address this, we will have a push in teacher for 3rd - 5th grade. Additionally, we determined that as a school, we need to develop our knowledge of the common core standards in order to improve our first instruction, which is the best way to reach the needs of our students. Also, last year we began the biliteracy program in 3rd grade. This year we will be adding 4th grade to the biliteracy program. Our school data grew in Spanish.

However,we will continue to work with our data to make sure our students are making adequate growth to the next level in both languages.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As the school year progressed and we worked through the standards, teachers determined the need for access to materials and supplies to support our focus on teaching literature and oracy through social sciences and science across grade levels, but especially with our biliteracy classes in Kindergarten throught 3rd grade. Consequently, we spent more money on material and supplies as well as on staff collaboration during the day and after school. Additionally, we did not spend some of the funds allocated for intervention as it was difficult to obtain teachers to stay after school and provide meaningful intervention. Our focus on first instruction this year will help improve our instruction in order to meet the needs of all students throughout the school day. This is why we are having two Intervention Service Provider Teachers. One teacher will focus on math, and the other will focus on reading intervention for 3rd-5th grade. Kinder -2nd grade will be addressed by the Literacy Intervention Teacher. We hope with all these supports we can see a growth not just in Spanish but also in English.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we plan to improve our first instruction and common core standard knowledge.Teachers will participate in PLC's to improve first instruction practices. Also, we will be implementing the biliteracy "look fors", which inform instructional walks throughs in order to provide meaningful feedback regarding 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 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
Suspension Rate	School suspension rate was less than 1%	Continue to strive for 1% or lower suspension rate.
Attendance Rate	Current ADA was 96%.	We will strive for a 97% attendance rate.
Behavior Referrals	30 Behavior referrals were submitted.	Reduce behavior referrals by 10%
Panorama Teacher Perception os Student Survey (Kinder-2nd Grade) Panorama Survey :3rd-5th grade Students	Spring 2022 Panorama Data : Kinder- 2nd Grade Emotion Regulation:69% Self-Management: 49% Social Awareness: 64% Spring 2022 Panorama Data : 3rd-5th Grade Emotion Regulation: 56% Growth Mindset:63% Self-Management:63% Sense of Belonging:70% Social Awareness: 65% Teacher-Student Relationships: 86%	Increase postive Panorama survey results by 10% across Kinder-2nd Grade: Emotion Regulation: 79% Self-Management:59% Social Awareness: 74% Increase positive Panorama survey results by 10% across 3rd-5th Grades: Emotion Regulation:66% Growth Mindset: 73% Self-Management:73% Sense of Belonging: 80% Social Awareness:75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Teacher-Student Relationship: 96%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Leadership/PBIS Team will meet once a month to review procedures and expectations. Students will earn positive behavior incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5753	LCFF 4000-4999: Books And Supplies Incentives-behavior

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and families

Strategy/Activity

Leadership/PBIS Team will provide structure and activities during unstructured times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

5753	LCFF 4000-4999: Books And Supplies Recess activities /playground equipment/ CHAMPS

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and families

Strategy/Activity

Students, staff and parents will participate in Panorama, California School Staff Survey and California School Parent Survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Program contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue Big Deal, Little Deal and other Tier 1 Social Emotional lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Decrease loss of schooling due to suspensions and expulsions by implementing Restorative Approach, which allows students the chance to remain in class/school as opposed to losing out on learning time. Increase family interventions where appropriate. Target students with chronic absences and provide necessary support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salary: Counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Development of Safety Plan which includes safety drill schedule to support emergency readiness. Schedule and participate in practice Drills; Fire, Earthquake, Evacuation, Lockdown 1 and Lockdown 2, as well as student and family re-unification in case of a disaster at school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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

Additional Campus Assistant support for recess, before and after school to cover necessary bus supervision, cafeteria supervision and crossing guard position.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 2000-2999: Classified Personnel Salaries Playground aide extra support

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

Our Attendance Tech and Outreach Resource Consultant work diligently to improve attendance rate.Last year we had 97% attendance rate. This year our percent was lower due to students being out with COVID 19 we had 93% attendance rate. Our attendance Tech and Out Outreach Resource Consultant made house visit to students when they were absent to check on their well-being. They stayed in contact with the families until the students return to school. In most of the cases it was due to illness. In regard to behavior referrals, we were this year at 72. After being away for almost two years students came back with more social emotional needs. It has taken them a while to adjust to the school's setting. We will try to reduce the referrals by 10 %. Additionally, our students took the Panorama Survey, which will give us more data on Growth Mindset, Self-Management, Emotional Regulation, Teacher-Student Relationship and Sense of Belonging.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were spent accordingly and there were no major differences.

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 included funds to allow us to purchase equipment. We will implement activities to help improve our unstructured times. We are hopeful that this will decrease the number of referrals and help students learn how to play appropriately. Additionally, with the decrease in campus assistant hour allocation, we will need to pay for additional coverage from site funds. With the various instructional programs, the amount of overflow students, and also the structure of our school, we need more supervision than we were allotted.

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 participation at meetings captured through sign in sheets.	PTA - an average of --parents attended ELAC - an average of --parents attended SSC - an average of --paretns attended	Increase attendance at all meetings by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 2000-2999: Classified Personnel Salaries Child care, clerical extra help
9373	Title III 5000-5999: Services And Other Operating Expenditures Inviting EL parents to attend CABE Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold a minimum of 6 School Site Council and ELAC meetings, each (with child care). We will also hold parent nights.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra support for parent nights
5000	LCFF 1000-1999: Certificated Personnel Salaries Family Nights/Teacher Extra Help

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will provide families with progress reports on student achievement, interventions and other goals on a weekly, monthly or quarterly basis depending on the need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Parent Compact will be shared with each parent in the school to support the family/school partnership.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Wide communication will be provided to staff and families. School goals, student progress, events, training and parent educational opportunities will be communicated bi-weekly via bulletin, phone calls, text, web site, flyers, marquee and Twitter.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 5000-5999: Services And Other Operating Expenditures Graphics/Pub

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

Parents will be invited to give input for reclassification for students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title III 4000-4999: Books And Supplies Reclassification Celebration

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title 1 Meetings, SSC and ELAC will be held to review and collect input on guiding documents such as the Parent Compact, Parent Involvement Policy and the SPSA .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3374	Title III 2000-2999: Classified Personnel Salaries Translation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to participate in student support meetings, including SSTs, IEPs and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

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.

ASP Students

Strategy/Activity

The site will organize and conduct three parent nights with a focus of engaging parents and families to support them in assisting their students academic progress in the subject.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 1000-1999: Certificated Personnel Salaries Family nights-Teacher extra pay

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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 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)

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.

We increased the amount of communication as we began to utilize text messages in the Parentlink platform. Parents have been pleased with the increase in communication and as a result, their participation in events has improved. Additionally, the overall implementation of the strategies and activities will improve family involvement and engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were spent accordingly and there were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district office will support Harrington with the electronic message board. This should help improve overall communication with families. Additionally, we will continue to send out parent

messages, text, and use CANVAS to make sure our parents are being informed. This will insure that we get more parent engagement at Harrington.

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	$80,973.00
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	$211,465.00

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	$49,133.00
Title III	$31,840.00

Subtotal of additional federal funds included for this school: $80,973.00

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	$118,332.00
LCFF - Intervention	$12,160.00

Subtotal of state or local funds included for this school: $130,492.00

Total of federal, state, and/or local funds for this school: $211,465.00

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	49,133.00	0.00
Title III	31,840.00	0.00
LCFF	118,332.00	0.00
LCFF - Intervention	12,160.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	118,332.00
LCFF - Intervention	12,160.00
Title I	49,133.00
Title III	31,840.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	43,996.00
2000-2999: Classified Personnel Salaries	LCFF	4,000.00
4000-4999: Books And Supplies	LCFF	60,336.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,000.00
4000-4999: Books And Supplies	LCFF - Intervention	12,160.00
1000-1999: Certificated Personnel Salaries	Title I	34,996.00
4000-4999: Books And Supplies	Title I	14,137.00
1000-1999: Certificated Personnel Salaries	Title III	3,720.00

2000-2999: Classified Personnel Salaries	Title III	6,374.00
4000-4999: Books And Supplies	Title III	12,373.00
5000-5999: Services And Other Operating Expenditures	Title III	9,373.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	171,212.00
Goal 2	12,506.00
Goal 3	27,747.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Rosaura Castellanos	Principal
Fernando Hernandez	Classroom Teacher
Carmen Torres	Classroom Teacher
Veronica Oros	Classroom Teacher
Cristina Jimenez-Sanchez	Other School Staff
Liliana Caldera	Parent or Community Member
Erica Kempton	Parent or Community Member
Adriana Mendoza	Parent or Community Member
Lidia Mendoza	Parent or Community Member
Sandra Romero	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 8/24/22.

Attested:

Principal, Rosaura Castellanos on 5/24/22

SSC Chairperson, Fernando Hernandez on 5/24/22

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This SPSA was adopted by the SSC at a public meeting on 8/24/22.

Attested:

Principal, Rosaura Castellanos on 5/24/22

SSC Chairperson, Fernando Hernandez on 5/24/22

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

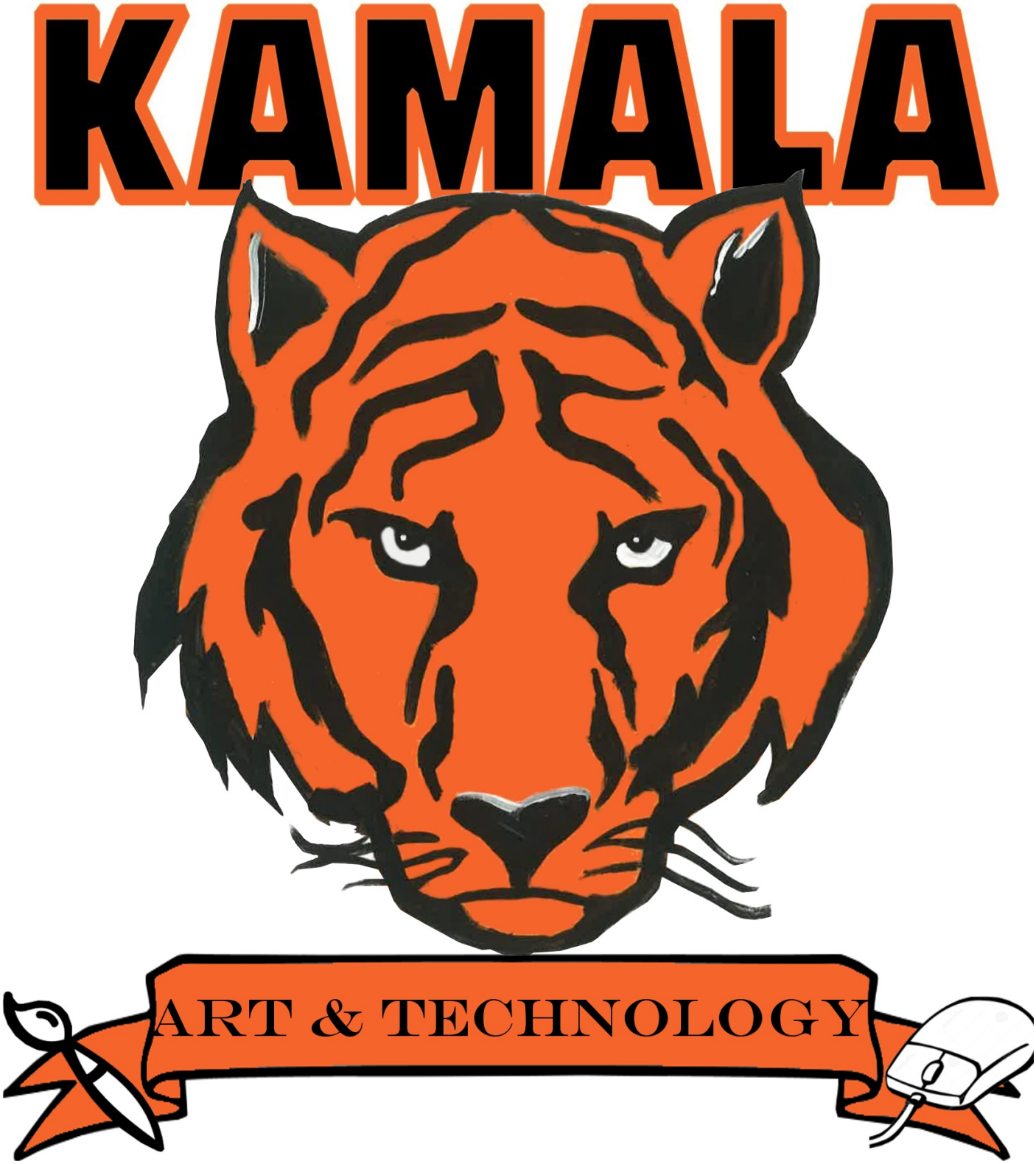
Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Kamala School	56725386055339	June 6, 2022	August 24, 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.

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Dual Language Immersion (DLI) program focused on building bilingual, biliterate, and bicultural students. We also have a strong commitment to strengthening our K-8 community through meaningful teacher collaboration, recess activities, spirit days and other special events. We are committed to developing a strong PBIS team to work with staff on building common expectations and forming strong relationships with students, as we know this contributes to a safe, positive environment for our entire school community.

The staff of Kamala School are working to build strong professional learning communities and collaborating with grade level and vertical teams to improve student learning. Strong first instruction with rigorous, standards based lessons, effective instructional strategies that provide differentiated instruction, and an emphasis on analysis of data to drive instruction are the focal points for our work as a community of professionals. In the coming year, as we pivot from becoming reacclimated with in-person instruction to focusing on the future, the leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. A literacy intervention teacher (LIT) provided by the district will provide targeted reading intervention for students in all the primary grades. However, we believe that it is not in the area of pull out intervention, but rather in that of tier one instruction that we can most impact student achievement. To this end, teachers are committed to providing meaningful, differentiated learning opportunities for students during first instruction based on analysis of data. Student monitoring meetings with individual teachers and administration will provide an additional structure for data analysis.

Our DLI program is now in its ninth year, and for the first time, we will have DLI students in all grades. During the 22-23 school year, all classes in kindergarten through fourth grade will be DLI classes, and teachers in K - 4 are using the content-based units. Teachers in all DLI classes will

continue to foster oracy and make connections between the languages for students and will ensure that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD.

Students in the middle school are engaged in electives connected to our strand focus of Art and Technology. Art is offered as an elective to middle school students as are the electives of Spanish (for DLI students), leadership, careers, study skills, and environmental science. Our art teacher does school-wide art projects that can be viewed in in our halls. In addition to these electives, we offer a robust AVID program in grades 6-8, and work to integrate key components of the AVID program, such as focused note take and organization skills, in all classes.

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with Us/Cafe con Nosotros. This past year saw a tripling of participation as we moved back to in-person meetings.

"One Team. One Goal./ Un equipo. Una Meta" defines our school community. Rather than dividing ourselves into groups of elementary versus middle grades, general versus special education, or certificated versus classified staff, we see ourselves as one Kamala team. In this way, we are moving forward together to improve student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administrators visit classrooms regularly to identify what is going well and what areas are in need of support. We have been working on building strong relationships with students and focusing on strong, effective first instruction and rigor in lessons. Teachers work to build strong relationships with students to make teaching and learning more effective. Teachers, the counselor, the outreach coordinator, office staff, and administrators are working diligently to help all students feel safe, connected, valued, and appropriately challenged.

We will continue to focus this year on strong, effective first instruction. Three site goals incorporate ideas from the leadership team and our grade level PLCs. We will work on consistent, standards-based lessons with high rigor, progress monitoring using common formative assessments, and differentiation during primary instruction. At the same time, we will focus on the social emotional needs of our students and their families.

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)

Due to the COVID-19 pandemic, students did not take the CAASPP test in 2020 or 2021, making analysis of such data less helpful in considering our current successes and needs. As we analyze STAR 360 data, we find areas for celebration as well as areas of need. While a comparison of the data from Spring 2021 to Spring 2022, shows improvements in early literacy, English reading, and math of 4.1%, 0.6%, and 6.0% respectively, we remain below the district proficiency goals in all of these areas. The comparisons are not of cohort data, but are comparisons of the proficiency rates of students in the grades at the time of the assessment. Progress monitoring for all students, with a particular focus on students currently scoring in the urgent intervention level occurred throughout the 2021-2022 school year, and will continue.

During the 2021-2022 school year, teachers met as grade levels as least every other week to analyze these data and determine implications for the first instruction they offer all students in their classrooms. While we recognize the importance of targeted intervention, we believe that a rigorous, differentiated curriculum offered within the classroom is the single most impactful way to improve student learning and, in so doing, raise test scores for all students in all subgroups. Therefore, we plan to continue and enhance these meetings during the 2022-2023 school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to more accurately monitor student progress, the STAR 360 assessments will be administered at least every 6 weeks and grade level PLCs will begin working on creating common formative assessments this year. During the school year, the principal meets individually with each teacher to discuss implications for universal access based on STAR 360 data. Grade level leadership team representatives will facilitate data discussions and teams will develop strategies to support students based on the data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is fostered through both vertical and grade level teams. We are continuing to build strong Professional Learning Communities with our grade level teams through which teachers use the cycle of inquiry to improve student learning. The Instructional Leadership Team grade level representatives will be facilitating PLC meetings with protocols developed during leadership meetings. The protocols will focus on the cycle of inquiry, common assessment practices, and analysis of lesson rigor. Collaboration for planning strong first instruction and developing common formative assessments in addition to PLC work is another piece to improving student learning. DLI teachers also will receive additional planning/collaboration time to meet with their 50/50 partners as well as their language partners to ensure continuity of program and effective teaching. Vertical teams meet during staff meetings to ensure that expectations are consistent at each grade level and teachers are increasing rigor throughout the year so that students are prepared for the next grade level.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Various supports are identified and put into practice to support underperforming students. Tier one supports include small group, timely intervention in the classroom/universal access when students are not meeting standards. Review of classroom data, STAR 360 scores, and other relevant data are reviewed during individual teacher meetings with the principal and PLC meetings to provide additional support in the classroom. For students who need additional support to meet standards, after school tutoring can be provided. Tier two supports can be identified through SST process for students with academic, behavior, or social/emotional needs that may require more intensive support. These supports include more intensive tutoring, small group work with the LIT, counseling support, or services from outside agencies.

Evidence-based educational practices to raise student achievement

We have done a lot of work with the staff on building strong relationships with students and families to build a safe learning environment for students. Standards based instruction with high rigor and stated learning objectives are also practices on which we continue to focus and develop. Professional development in these areas is ongoing. Meetings of vertical teams ensure that students are ready for the upcoming grade level standards. Writing across subject areas with a progression towards the end of year objective is another practice to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The administration, counselor, and ORC work to provide a variety of parenting classes and other workshops. Attendance at these events increased dramatically as we moved back to in person meetings, and these events provide great information and support to families. Teachers have planned family reading and math nights with a focus on what students are learning and how the school and families can work together to support student learning. Parent meeting nights also focus on educating parents on tools such as the K-5 report card, SBAC score reports, and district-provided software such as Lexia and ST Math, with the goal of making parents more comfortable with supporting their 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)

Teachers, staff and parents are involved in the various stages of the programs. Teachers implement the programs and continue to analyze effectiveness through data analysis. Parents and staff involvement is elicited through ELAC and SSC meetings as well as Back to School Night and other parent meetings. CAASPP and STAR data are presented to parent groups with an analysis of the programs and feedback and input on SPSA actions is regularly discussed at both ELAC and SSC meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We have no CAASPP data to analyze from 2021. However, a comparison of data from Spring 2021 to Spring 2022 indicates an increase in the percentage of students scoring proficient in early literacy, reading, and math. Funding this year will focus on providing extra support in all areas during primary instruction and tutoring for students who need it. A literacy intervention teacher will provide tier two intervention. Additional Title I funding is used to provide AVID tutors for our middle school AVID program, provide paraeducators to support our kindergarten program, order the supplies needed for our program, and offer additional pay for teachers who tutor students outside of work hours.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

After data analysis and discussion of SPSA actions, teachers input is gathered to inform actions on the SPSA and school goals. Teachers and administrators meet regularly to discuss data and continued actions and the effectiveness of those actions. Actions are reviewed with the school site council and input is solicited from ELAC members at every meeting. In this way, we are able to meaningfully involve multiple stakeholder communities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The shortage of substitute teachers in our district and throughout the state of California has directly impacted our ability to provide meaningful professional development to our teachers and to provide the support needed for all students. With no substitutes available, teachers have had to postpone or cancel participation in professional development on biliteracy units, special education curriculum training, and more. Moreover, a lack of substitute paraeducators has meant that our middle school special education students did not have a paraeducator in their SAI math class for four months of the 21-22 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0%	0%	0	0	0
African American	0.57%	0.4%	0.3%	6	4	3
Asian	0.09%	0.2%	0.2%	1	2	2
Filipino	0.09%	0.3%	0.4%	1	3	4
Hispanic/Latino	97.63%	97.9%	98.1%	1,031	1,022	976
Pacific Islander	0%	0%	0%	0	0	0
White	1.42%	1.0%	1.0%	15	10	10
Multiple/No Response	0.19%	0.3%	0%	2	3	0
			Total Enrollment	1,056	1,044	995

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	95	93	95
Grade 1	118	95	92
Grade 2	117	119	92
Grade3	118	116	111
Grade 4	131	113	105
Grade 5	132	137	110
Grade 6	125	144	138
Grade 7	104	124	132
Grade 8	116	103	120
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	1,056	1,044	995

Conclusions based on this data:

Our enrollment has declined over the past three years, which is consistent with the district. Additionally, we are currently transitioning to a full biliteracy school. During the 22-23 school year, we have both a DLI and SEI program

in grades 5-6, while In grades 4-8, while in grades K-4, all classes are DLI. As the DLI program moves up, our enrollment will continue to decline slightly as students are generally not added to the program in the upper grades.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	678	622	630	60.6%	58.9%	60.3%
Fluent English Proficient (FEP)	286	291	283	25.6%	27.6%	27.1%
Reclassified Fluent English Proficient (RFEP)	112	115	44	15.1%	17.0%	7.1%

Conclusions based on this data:

The percentage of English Learners has remained in the 60% range. Our reclassification rate decreased noticeably during the 20-21 school year. We believe this is attributable to the challenges of conducting reclassification in a distance learning context. Students in the upper grade who are still classified as English Learners (LTELs) will require more targeted support in order to meet reclassification criteria on the ELPAC and CAASPP or STAR 360 assessments. A deeper analysis of both ELPAC and CAASPP claims and targets for these students will be critical in identifying specific areas for intervention and support. Students in the primary grades will benefit from oracy development in our biliteracy classes which will provide a strong foundation for reading and writing. A schoolwide focus on progress monitoring and universal access groups will benefit our LTELs and EL students in the primary grades, as this work will develop reading and critical thinking skills in addition to writing skills.

School and Student Performance Data

Star Early Literacy

Kamala School											
		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
Grade K	85	36	42%	15	18%	11	13%	23	27%	2	721
Grade 1	89	40	45%	16	18%	10	11%	23	26%	2	771
Grade 2	3	3	100%	0	0%	0	0%	0	0%	1	810

Conclusions based on this data:

In kindergarten, 45% of students are proficient in early literacy, while in first grade, this amount is 44%. While we clearly still have a way to go, this represents a significant improvement over 20-21 scores (34% and 24% for grades K and 1, respectively.) We believe this improvement is explained by our focus on high quality first instruction and tier one intervention that takes place in the classroom, led by the classroom teacher, as opposed to a pull out intervention program. To this end, we will continue the our practice of each teacher meeting individually with the principal to review data from his or her class, and use these data to determine next steps for instruction. As part of this conversation, UDL groups can then be created which will address the specific needs of each student, as determined by data. While high quality tier one intervention is the single best way to address our needs, there is also a place for a research-based pull out tier two intervention program. To this end, our literacy intervention teacher will continue to work with students who are not yet proficient in early literacy skills and who have not responded to tier one interventions in the classroom.

School and Student Performance Data

Star Reading

Kamala School											
		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 2	86	52	60%	17	20%	14	16%	3	3%	1	847
Grade 3	105	55	52%	34	32%	12	11%	4	4%	1	917
Grade 4	104	58	56%	23	22%	14	13%	9	9%	1	958
Grade 5	109	53	49%	22	20%	27	25%	7	6%	1	992
Grade 6	91	39	43%	30	33%	20	22%	2	2%	2	1019
Grade 7	102	38	37%	31	30%	29	28%	4	4%	2	1057
Grade 8	92	50	54%	29	32%	13	14%	0	0%	1	1031

Conclusions based on this data:

In all grades, tested, we have a large number of students who are less than proficient in reading, as measured by the STAR 360. While pull out intervention has a place, it is not desirable, or even practical, to have all students lacking proficiency enrolled in such intervention. Rather, it is high quality primary instruction, with a focus on data driven universal access groups, meaningful differentiation that addresses needs while not lowering the standards, and regular progress monitoring to determine successes and continued needs, that will best address the needs we see. We began to implement such actions last year, and it resulted in many increases in scores. However, this is a long process and must be continued with fidelity. To this end, all teachers in will have increased time to collaborate with their colleagues to analyze the data for each student in their grade level, as a result of our banked time on Wednesdays. Teachers will then meet with the principal in individual meetings to discuss the specific needs of students in their class, and determine how best to address those needs through high quality instruction within the school day. Teachers will collect and maintain ongoing progress monitoring data, which will be used in grade level discussions and conversations with the principal intended to determine which interventions should be continued, modified, or ended. Additionally, the school will be hiring a consultant specifically to work on creating effective PLCs, which have been shown to support data driven instruction.

Along with this focus on high quality primary instruction, there is a need for a research-based pull out intervention program. To aid in this effort, a literacy intervention teachers meets with students in need of tier two intervention. The LIT teacher began with a focus on grades 2 and 3 during the 2021-2022 school year. During the 2022-2023 school year, this will be expanded first to grade 1, and will continue to expand to additional elementary grades as possible.

One very alarming piece of data are the average reading ranges of our middle school students. Students leave elementary school, in fifth grade, an average of a year behind grade level in reading. However, they appear to make minimal growth during middle school, and as a result leave 8th grade being, on average, over three years below grade level. To address this we must incorporate literacy strategies in all middle school classes (not just in language arts). It is also necessary to provide tutoring and academic support to our middle school students below grade level, so that they can make progress in their reading level.

School and Student Performance Data

Star Math

Kamala School											
		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 1	88	33	38%	40	45%	12	14%	3	3%	2	822
Grade 2	88	44	50%	28	32%	10	11%	6	7%	1	887
Grade 3	103	51	50%	30	29%	16	16%	6	6%	1	937
Grade 4	104	45	43%	38	37%	15	14%	6	6%	2	987
Grade 5	109	67	61%	28	26%	7	6%	7	6%	1	1008
Grade 6	89	59	66%	20	22%	9	10%	1	1%	1	1012
Grade 7	103	74	72%	23	22%	5	5%	1	1%	1	1006
Grade 8	99	78	79%	15	15%	4	4%	2	2%	1	1036

Conclusions based on this data:

Our math scores, particularly in the elementary grades, have improved from the 20-21 to 21-22 school year. This has been accomplished with a focus on quality tier one instruction, professional development including from specialists both within and outside of the district, and a focus on progress monitoring, which leads to data driven intervention and support. All of this will continue, so that the gains we have seen this past year will continue as well. Additionally, the school will be hiring a consultant specifically to work on creating effective PLCs, which have been shown to support data driven instruction.

Our math scores in middle school are concerning. Our students made very modest growth from 5th to 6th grade, and actually had a lower average math score in 7th grade than in 6th. This demonstrates a need for professional development in math lesson design for our middle school teachers. This PD will begin at the start of the year with PD sponsored by the district and led by experts from the Ventura County Office of Education. This will be continued during the year as part of regular staff meetings.

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 3	137	135		136	134		136	134		99.3	99.3	
Grade 4	126	130		125	130		125	130		99.2	100	
Grade 5	123	128		121	128		121	128		98.4	100	
Grade 6	147	115		145	114		145	114		98.6	99.1	
Grade 7	133	122		133	122		133	122		100	100	
Grade 8	128	127		126	127		126	127		98.4	100	
All Grades	794	757		786	755		786	755		99	99.7	

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	2376.	2382.		9.56	3.73		12.50	24.63		29.41	23.13		48.53	48.51	
Grade 4	2423.	2421.		8.00	12.31		20.80	17.69		26.40	24.62		44.80	45.38	
Grade 5	2475.	2469.		9.09	3.91		33.06	32.81		23.97	26.56		33.88	36.72	
Grade 6	2458.	2490.		1.38	5.26		18.62	30.70		28.97	29.82		51.03	34.21	
Grade 7	2497.	2507.		1.50	3.28		20.30	31.15		45.11	28.69		33.08	36.89	
Grade 8	2535.	2514.		3.97	1.57		30.95	22.83		34.92	43.31		30.16	32.28	
All Grades	N/A	N/A	N/A	5.47	5.03		22.39	26.49		31.55	29.27		40.59	39.21	

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 3	12.50	10.45		44.85	50.00		42.65	39.55	
Grade 4	11.20	10.77		53.60	46.15		35.20	43.08	
Grade 5	11.57	13.28		52.89	52.34		35.54	34.38	
Grade 6	6.90	7.89		39.31	42.98		53.79	49.12	
Grade 7	6.77	9.84		46.62	50.82		46.62	39.34	
Grade 8	12.70	7.09		49.21	42.52		38.10	50.39	
All Grades	10.18	9.93		47.46	47.55		42.37	42.52	

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	7.35	7.46		38.97	47.01		53.68	45.52	
Grade 4	7.20	11.54		53.60	50.77		39.20	37.69	
Grade 5	20.66	14.84		47.11	52.34		32.23	32.81	
Grade 6	1.38	7.02		34.48	57.89		64.14	35.09	
Grade 7	4.51	8.20		57.14	52.46		38.35	39.34	
Grade 8	8.73	3.94		50.00	59.84		41.27	36.22	
All Grades	8.02	8.87		46.56	53.25		45.42	37.88	

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	9.56	6.72		58.09	69.40		32.35	23.88	
Grade 4	7.20	8.46		59.20	60.77		33.60	30.77	
Grade 5	9.09	6.25		62.81	67.97		28.10	25.78	
Grade 6	4.83	6.14		62.76	71.05		32.41	22.81	
Grade 7	2.26	3.28		66.92	68.85		30.83	27.87	
Grade 8	5.56	5.51		71.43	63.78		23.02	30.71	
All Grades	6.36	6.09		63.49	66.89		30.15	27.02	

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	8.82	7.46		49.26	56.72		41.91	35.82	
Grade 4	8.00	12.31		60.80	49.23		31.20	38.46	
Grade 5	15.70	14.84		55.37	46.09		28.93	39.06	
Grade 6	13.10	16.67		49.66	52.63		37.24	30.70	
Grade 7	9.77	20.49		59.40	50.82		30.83	28.69	
Grade 8	21.43	10.24		55.56	60.63		23.02	29.13	
All Grades	12.72	13.51		54.83	52.72		32.44	33.77	

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:

Preliminary data from the 21-22 administration of the CAASPP indicate that grades 3, 4, 6, and 7 declined in the percent of students at or above standard, as compared to 18-19 scores, with grades 3 and 8 experiencing an 18% drop. Grades 5 and 8 saw a very modest increase of 1%. Since there are no data from 20-21, it is impossible to know in the programs and interventions implemented during the 21-22 school year led to improvements. Regardless, these data underscore the need for high quality primary instruction, data driven support and intervention, and a high level of teacher collaboration and professional development. As discussed in our analysis of STAR scores, these items are in place for the 22-23 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	137	135		136	133		136	133		99.3	98.5	
Grade 4	126	130		124	130		124	130		98.4	100	
Grade 5	123	128		121	128		121	128		98.4	100	
Grade 6	147	115		145	113		145	113		98.6	98.3	
Grade 7	133	122		133	122		133	122		100	100	
Grade 8	128	127		127	127		127	127		99.2	100	
All Grades	794	757		786	753		786	753		99	99.5	

* 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	2382.	2391.		4.41	5.26		22.06	21.80		22.06	25.56		51.47	47.37	
Grade 4	2439.	2436.		0.00	7.69		27.42	23.85		39.52	24.62		33.06	43.85	
Grade 5	2455.	2454.		3.31	3.91		10.74	13.28		39.67	27.34		46.28	55.47	
Grade 6	2427.	2440.		0.69	0.88		4.83	7.96		26.90	28.32		67.59	62.83	
Grade 7	2444.	2447.		0.75	0.00		1.50	5.74		24.06	26.23		73.68	68.03	
Grade 8	2483.	2446.		3.94	1.57		5.51	5.51		27.56	21.26		62.99	71.65	
All Grades	N/A	N/A	N/A	2.16	3.32		11.83	13.28		29.64	25.50		56.36	57.90	

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

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	13.24	12.03		30.15	31.58		56.62	56.39	
Grade 4	5.65	13.08		41.94	34.62		52.42	52.31	
Grade 5	5.79	7.81		32.23	28.13		61.98	64.06	
Grade 6	2.07	2.65		16.55	22.12		81.38	75.22	
Grade 7	0.75	1.64		16.54	18.85		82.71	79.51	
Grade 8	3.94	3.15		25.20	17.32		70.87	79.53	
All Grades	5.22	6.91		26.72	25.63		68.07	67.46	

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	8.82	10.53		38.24	42.86		52.94	46.62	
Grade 4	4.84	10.00		46.77	40.00		48.39	50.00	
Grade 5	3.31	7.03		38.02	38.28		58.68	54.69	
Grade 6	0.69	0.88		32.41	36.28		66.90	62.83	
Grade 7	1.50	2.46		31.58	34.43		66.92	63.11	
Grade 8	10.24	1.57		46.46	29.13		43.31	69.29	
All Grades	4.83	5.58		38.68	36.92		56.49	57.50	

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	7.35	11.28		50.00	50.38		42.65	38.35	
Grade 4	7.26	13.08		54.03	42.31		38.71	44.62	
Grade 5	4.13	2.34		48.76	46.88		47.11	50.78	
Grade 6	2.07	2.65		31.03	38.94		66.90	58.41	
Grade 7	3.01	0.82		44.36	44.26		52.63	54.92	
Grade 8	3.15	1.57		48.82	41.73		48.03	56.69	
All Grades	4.45	5.44		45.80	44.22		49.75	50.33	

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:

Preliminary data from the 21-22 administration of the CAASPP indicate that all grades declined in the percent of students at or above standard, as compared to 18-19 scores, with the exception of grade 7, in which the scores stayed flat. While it is reasonable to assume that this drop was in part due to the pandemic, we must also recognize that BEFORE the pandemic, no grade had even 1/3 of students proficient in math, and in middle school, all grades were below 8% in proficiency. It is not only, or even primarily, the fault of the pandemic. Thus, these data underscore the need for high quality primary instruction, data driven support and intervention, and a high level of teacher collaboration and professional development. As discussed in our analysis of STAR scores, these items are in place for the 22-23 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1413.5	1410.0	*	1421.0	1419.8	*	1395.6	1386.9	*	102	101	4
1	1450.5	1436.8	*	1455.6	1446.2	*	1444.8	1426.7	*	90	101	*
2	1478.5	1485.5	1462.7	1472.9	1483.8	1461.8	1483.7	1486.7	1463.1	105	88	89
3	1481.5	1480.3	1485.8	1468.5	1470.5	1486.1	1494.1	1489.6	1485.1	96	68	96
4	1505.2	1514.1	1487.9	1488.1	1501.7	1487.1	1521.8	1526.2	1488.3	55	73	79
5	1528.7	1533.2	1508.2	1513.1	1521.1	1502.8	1543.9	1544.7	1513.1	54	38	70
6	1512.6	1524.2	1507.0	1497.3	1511.9	1494.1	1527.3	1536.0	1519.3	50	30	53
7	1540.1	1527.7	1529.4	1524.0	1516.2	1524.8	1555.7	1538.7	1533.6	39	37	29
8	1538.0	1553.1	1565.0	1517.7	1531.0	1566.1	1557.7	1574.6	1563.4	23	22	23
All Grades										614	558	445

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	23.53	5.94	*	26.47	33.66	*	35.29	43.56	*	14.71	16.83	*	102	101	*
1	31.11	4.95	*	24.44	21.78	*	22.22	50.50	*	22.22	22.77	*	90	101	*
2	40.00	17.05	7.87	41.90	37.50	37.08	15.24	36.36	37.08	*	9.09	17.98	105	88	89
3	*	2.94	17.02	39.58	44.12	25.53	34.38	39.71	41.49	20.83	13.24	15.96	96	68	94
4	*	20.55	7.59	67.27	47.95	31.65	25.45	26.03	34.18		5.48	26.58	55	73	79
5	38.89	23.68	7.14	53.70	47.37	42.86	*	28.95	28.57		0.00	21.43	54	38	70
6	*	10.00	2.44	46.00	43.33	34.15	38.00	40.00	48.78	*	6.67	14.63	50	30	41
7	28.21	5.41	4.35	53.85	54.05	43.48	*	37.84	47.83		2.70	4.35	39	37	23
8	*	13.64	18.18	47.83	68.18	63.64	*	18.18	18.18	*	0.00	0.00	23	22	22
All Grades	23.78	10.75	9.43	41.04	39.43	36.08	24.92	38.35	36.79	10.26	11.47	17.69	614	558	424

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	24.51	8.91	*	35.29	37.62	*	21.57	34.65	*	18.63	18.81	*	102	101	*
1	46.67	10.89	*	20.00	34.65	*	16.67	35.64	*	16.67	18.81	*	90	101	*
2	42.86	29.55	13.48	42.86	39.77	34.83	11.43	23.86	43.82	*	6.82	7.87	105	88	89
3	13.54	10.29	24.47	43.75	48.53	46.81	18.75	25.00	17.02	23.96	16.18	11.70	96	68	94
4	29.09	28.77	22.78	43.64	52.05	36.71	27.27	15.07	31.65		4.11	8.86	55	73	79
5	50.00	39.47	24.29	44.44	50.00	57.14	*	7.89	14.29	*	2.63	4.29	54	38	70
6	*	20.00	2.44	54.00	46.67	56.10	26.00	26.67	36.59	*	6.67	4.88	50	30	41
7	41.03	13.51	13.04	46.15	59.46	56.52	*	21.62	30.43		5.41	0.00	39	37	23
8	*	27.27	36.36	47.83	45.45	45.45	*	27.27	18.18		0.00	0.00	23	22	22
All Grades	32.74	19.00	19.58	39.90	43.73	45.52	17.26	25.99	27.59	10.10	11.29	7.31	614	558	424

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	18.63	3.96	*	14.71	24.75	*	52.94	56.44	*	13.73	14.85	*	102	101	*
1	23.33	1.98	*	23.33	16.83	*	17.78	41.58	*	35.56	39.60	*	90	101	*
2	32.38	13.64	6.74	36.19	34.09	37.08	20.95	22.73	26.97	10.48	29.55	29.21	105	88	89
3	*	1.47	7.45	21.88	27.94	15.96	42.71	52.94	44.68	30.21	17.65	31.91	96	68	94
4	*	13.70	5.06	56.36	32.88	18.99	27.27	38.36	34.18	*	15.07	41.77	55	73	79
5	24.07	2.63	4.29	61.11	34.21	14.29	*	60.53	51.43	*	2.63	30.00	54	38	70
6	*	3.33	2.44	24.00	30.00	19.51	52.00	50.00	41.46	*	16.67	36.59	50	30	41
7	*	5.41	4.35	33.33	27.03	17.39	33.33	51.35	65.22	*	16.22	13.04	39	37	23
8	*	18.18	13.64	*	45.45	36.36	*	31.82	45.45	*	4.55	4.55	23	22	22
All Grades	18.89	6.63	5.90	31.43	28.14	22.17	32.41	44.27	41.27	17.26	20.97	30.66	614	558	424

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	43.14	9.90	*	43.14	78.22	*	13.73	11.88	*	102	101	*
1	60.00	34.65	*	28.89	56.44	*	*	8.91	*	90	101	*
2	64.76	28.41	20.22	32.38	67.05	71.91	*	4.55	7.87	105	88	89
3	22.92	7.35	33.70	53.13	72.06	53.26	23.96	20.59	13.04	96	68	92
4	32.73	24.66	29.87	61.82	67.12	53.25	*	8.22	16.88	55	73	77
5	59.26	15.79	11.94	38.89	81.58	76.12	*	2.63	11.94	54	38	67
6	30.00	23.33	7.69	64.00	50.00	79.49	*	26.67	12.82	50	30	39
7	53.85	8.11	13.04	46.15	72.97	69.57		18.92	17.39	39	37	23
8	*	18.18	40.91	47.83	72.73	50.00	*	9.09	9.09	23	22	22
All Grades	45.93	20.25	23.37	44.14	68.46	64.34	9.93	11.29	12.29	614	558	415

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	25.49	14.85	*	50.98	54.46	*	23.53	30.69	*	102	101	*
1	33.33	3.96	*	42.22	66.34	*	24.44	29.70	*	90	101	*
2	36.19	27.27	11.24	55.24	59.09	71.91	*	13.64	16.85	105	88	89
3	29.17	22.06	32.26	42.71	60.29	58.06	28.13	17.65	9.68	96	68	93
4	40.00	36.99	32.00	47.27	57.53	54.67	*	5.48	13.33	55	73	75
5	53.70	68.42	54.41	42.59	26.32	39.71	*	5.26	5.88	54	38	68
6	38.00	30.00	25.00	58.00	66.67	62.50	*	3.33	12.50	50	30	40
7	46.15	29.73	52.17	53.85	64.86	47.83		5.41	0.00	39	37	23
8	56.52	36.36	42.86	*	63.64	57.14		0.00	0.00	23	22	21
All Grades	36.32	24.91	32.05	48.53	58.24	57.35	15.15	16.85	10.60	614	558	415

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	10.78	0.99	*	72.55	85.15	*	16.67	13.86	*	102	101	*
1	40.00	7.92	*	37.78	52.48	*	22.22	39.60	*	90	101	*
2	47.62	15.91	17.98	36.19	57.95	55.06	16.19	26.14	26.97	105	88	89
3	*	2.94	9.68	55.21	54.41	48.39	41.67	42.65	41.94	96	68	93
4	*	10.96	3.80	76.36	65.75	44.30	*	23.29	51.90	55	73	79
5	*	10.53	7.14	79.63	81.58	60.00	*	7.89	32.86	54	38	70
6	*	3.33	9.76	32.00	43.33	43.90	60.00	53.33	46.34	50	30	41
7	*	8.11	4.35	30.77	48.65	43.48	43.59	43.24	52.17	39	37	23
8	*	22.73	13.64	*	63.64	59.09	*	13.64	27.27	23	22	22
All Grades	21.34	8.24	9.93	52.44	62.90	51.06	26.22	28.85	39.01	614	558	423

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	45.10	31.68	*	42.16	45.54	*	12.75	22.77	*	102	101	*
1	13.33	1.98	*	48.89	60.40	*	37.78	37.62	*	90	101	*
2	18.10	12.50	11.24	76.19	62.50	51.69	*	25.00	37.08	105	88	89
3	18.75	4.41	12.22	61.46	86.76	58.89	19.79	8.82	28.89	96	68	90
4	45.45	19.18	6.49	52.73	72.60	71.43	*	8.22	22.08	55	73	77
5	62.96	26.32	4.55	37.04	73.68	74.24		0.00	21.21	54	38	66
6	*	53.33	7.69	90.00	43.33	79.49	*	3.33	12.82	50	30	39
7	28.21	5.41	0.00	71.79	94.59	100.00		0.00	0.00	39	37	22
8	*	0.00	9.09	65.22	100.00	90.91		0.00	0.00	23	22	22
All Grades	28.66	16.13	8.27	59.12	66.67	68.37	12.21	17.20	23.36	614	558	411

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:

Preliminary data from the 21-22 administration of the CAASPP indicate that the percentage of English learners scoring in level 4 has increased in grades 4-8 over 20-21 scores. While it could be argued that 20-21 scores were impacted by the pandemic, it is worth noting that for grades 5-8, the percentage of students scoring at level four in grades 5-8 also increased since the 18-19 school year, the most recent year not impacted by the pandemic. This indicates that our steps to improve instruction for English learners are yielding results, and should be continued and enhanced. We will continue, therefore, to focus on primary instruction for English learners during designated ELD

time, and will also continue to incorporate language in all content areas during integrated ELD. The DLI units, which this year roll up to fourth grade, are designed with such integration in mind. Science and social studies units cover content standards, while also having a strong focus on standards pertaining to reading, writing, and oracy. For students who are English learners and require tier two support, strong primary instruction will be paired with intervention during and outside of the regular school day.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1044	97.4	60.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	630	60.3
Foster Youth	2	0.2
Homeless	62	5.9
Socioeconomically Disadvantaged	1017	97.4
Students with Disabilities	115	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.4
American Indian or Alaska Native		
Asian	2	0.2
Filipino	3	0.3
Hispanic	1022	97.9
Two or More Races	3	0.3
Native Hawaiian or Pacific Islander		
White	10	1.0

Conclusions based on this data:

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
45 points below standard	49.5 points below standard	0 Students
Increased ++4.4 points	Increased ++3.5 points	
743	589	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
92.5 points below standard	45.5 points below standard	132.5 points below standard
Declined Significantly -17.9 points	Increased ++3.9 points	Increased ++4.4 points
17	692	73

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 44.4 points below standard Increased ++4 points 727	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.3 points below standard Declined -3.2 points 261	16.2 points below standard Maintained ++2.5 points 328	50.4 points below standard Increased ++11.8 points 98

Conclusions based on this data:

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
87.2 points below standard	87.8 points below standard	
Maintained ++0.9 points	Maintained ++0.2 points	
741	587	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
93.7 points below standard	88.6 points below standard	161.9 points below standard
Declined Significantly -26.6 points	Maintained -0.1 points	Increased ++5.3 points
17	690	73

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 86.7 points below standard Maintained ++0.7 points 725			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.5 points below standard Maintained -2.6 points 261	68.8 points below standard Maintained -1.1 points 326	100.5 points below standard Increased ++9.1 points 98

Conclusions based on this data:

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.3 making progress towards English language proficiency
Number of EL Students: 453
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8	31.7	2.2	46.1

Conclusions based on this data:

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
6.7	6.3	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Increased +1.4	0
1143	702	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Green
19.4	7	3.5
Declined -14	Maintained +0.4	Declined -3.8
31	1055	114

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	0	1	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
6.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12.5
Maintained +0.4	3	0	Declined -11.3
1112			16

Conclusions based on this data:

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
3.2	2.8	
Increased +1.5	Increased +1.4	
1173	714	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Green
3.1	3.4	2.6
Increased +3.1	Increased +1.7	Declined -0.5
32	1079	117

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 8		No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 3.2 Increased +1.6 1139	No Performance Color Less than 11 Students - Data 3		No Performance Color 5.9 Increased +1.1 17

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.7	3.2

Conclusions based on this data:

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 rigorous data-driven first instruction
To provide equipment, materials and technology resources that support high quality first instruction as well as research based interventions
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Early Literacy Assessment Grade 1: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Early Literacy and Math Assessments Grade 2: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Reading and Math Assessments Grades 3-8: Percentage of students at met/exceeded level on ELA and math CAASPP; percentage of students	Kindergarten: 59.9% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 59.7% of students making growth above the 35th percentile on early literacy assessment; Grade 1: 34.2% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 61.4% at/above CAASPP benchmark level on STAR 360 Math 50.8% of students making growth above the 35th percentile on reading assessment 49.6% of students making growth above the 35th percentile on math assessment	Kindergarten: As measured by the STAR 360 Early Literacy Assessment, the percentage of students at/above benchmark will increase by 5% or more. Grade 1: As measured by the STAR 360 Early Literacy and Math Assessments, at least 5% of students in each band level will move to a higher band. Grades 2-8: As measured by the STAR 360 Reading and Math Assessments, at least 5% of students in each band level will move to a higher band. Grades 3 - 8: As measured on the CAASPP for ELA and Math, at least 5% of students in each band level will move to a higher band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attaining proficiency as measured by the percent at or above benchmark on STAR 360 Reading and Math assessments Grades K-8: Percentage of students scoring at level 4 overall on the ELPAC exam	Grade 2: 38.4% at/above CAASPP benchmark level on STAR 360 Reading 44.6% at/above CAASPP benchmark level on STAR 360 Math 54.6% of students making growth above the 35th percentile on reading assessment 66.3% of students making growth above the 35th percentile on math assessment Grade 3: 32.5% at/above CAASPP benchmark level on STAR 360 Reading 43.9% at/above CAASPP benchmark level on STAR 360 Math 74.8% of students making growth above the 35th percentile on reading assessment 72.8% of students making growth above the 35th percentile on math assessment 12% of EL students overall level 4 on the ELPAC exam Grade 4: 38.0% at/above CAASPP benchmark level on STAR 360 Reading 45.7% at/above CAASPP benchmark level on STAR 360 Math 66.6% of students making growth above the 35th percentile on reading assessment 70.8% of students making growth above the 35th percentile on math assessment 16% of EL students overall level 4 on the ELPAC exam Grade 5: 30.8% at/above CAASPP benchmark level on STAR 360 Reading	All grades: At least 65% of students will make growth above the 35th percentile in all STAR assessments administered English Learners in Grades 3-8: As measured on the CAASPP for ELA and Math, at least 5% of students in each band level will move to a higher band.; The percentage of students at each grade level scoring at a level 4 overall on the ELPAC exam will increase by 5% English Learners in Grades 4-8: Increase EL Reclassification rate by at least 5%. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	40.7% at/above CAASPP benchmark level on STAR 360 Math 67.4% of students making growth above the 35th percentile on reading assessment 73.6% of students making growth above the 35th percentile on math assessment 30% of EL students overall level 4 on the ELPAC exam Grade 6: 22.4% at/above CAASPP benchmark level on STAR 360 Reading 32.5% at/above CAASPP benchmark level on STAR 360 Math 59.9% of students making growth above the 35th percentile on reading assessment 59.8% of students making growth above the 35th percentile on math assessment 26% of EL students overall level 4 on the ELPAC exam Grade 7: 24.2% at/above CAASPP benchmark level on STAR 360 Reading 30.4% at/above CAASPP benchmark level on STAR 360 Math 61.7% of students making growth above the 35th percentile on reading assessment 57.8% of students making growth above the 35th percentile on math assessment 24% of EL students overall level 4 on the ELPAC exam Grade 8: 17.6% at/above CAASPP benchmark level on STAR 360 Reading	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	31.2% at/above CAASPP benchmark level on STAR 360 Math 50.4% of students making growth above the 35th percentile on reading assessment 54.2% of students making growth above the 35th percentile on math assessment 34% of students overall level 4 on the ELPAC exam 2021 CAASPP Data (preliminary): Grade 3: 9% met/exceeded ELA CAASPP 10% met/exceeded Math CAASPP Grade 4 22% met/exceeded ELA CAASPP 18% met/exceeded Math CAASPP Grade 5 36% met/exceeded ELA CAASPP 14% met/exceeded Math CAASPP Grade 6 17% met/exceeded ELA CAASPP 5% met/exceeded Math CAASPP Grade 7 26% met/exceeded ELA CAASPP 5% met/exceeded Math CAASPP Grade 8 24% met/exceeded ELA CAASPP 4% met/exceeded Math CAASPP	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will engage in PLC meetings at least two times a month. Teachers will also meet to collaborate with colleagues during banked time. The focus for these meetings will be on the identified school goals of consistent, standards-based lessons with high rigor and progress monitoring using common formative assessments and STAR 360 data. Teachers will plan instruction, analyze data, monitor student progress, and develop interventions as needed. Grade-level leadership team representatives will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide additional opportunities for collaboration between teachers by paying teachers for additional hours worked. Focus will be on planning for strong first instruction, improving instructional strategies, and rigor in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13000	Title I 1000-1999: Certificated Personnel Salaries Teacher hourly rate for extra hours
692	Title I 3000-3999: Employee Benefits

	Certificated Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support implementation of the California State Standards, strong first instruction, support our strand focus (Technology and art), and provide targeted tier 1 intervention and/or enrichment opportunities for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21372	LCFF 4000-4999: Books And Supplies Cost of materials, including computer equipment and software
26450	LCFF 4000-4999: Books And Supplies Cost of books and materials
1000	Title I 4000-4999: Books And Supplies Materials for art strand
1488	Title I 4000-4999: Books And Supplies Materials for electives
15888	Title III 4000-4999: Books And Supplies Materials for ELD Classes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in biliteracy program; English learners

Strategy/Activity

Students in biliteracy program will have an abundance of authentic Spanish Literature in all grade levels, and will have all necessary materials for the implementation biliteracy units.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	LCFF 4000-4999: Books And Supplies Books and materials to support implementation of DLI units and biliteracy
10000	Title III 4000-4999: Books And Supplies Materials for biliteracy units

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

Teachers will administer progress monitoring and benchmark assessments throughout the year (including STAR 360 Reading and math, curriculum-based assessments, common formative assessments, and interim assessment blocks). In collaboration with their grade level teams and the principal, they will analyze data and adjust interventions as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will use adopted curriculum in ELA, SLA, ELD and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support instruction and to maintain facilities to ensure a safe learning environment for the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
53017	Title I 4000-4999: Books And Supplies Cost of materials, supplies, warehouse charges, and equipment
7000	Title I 5000-5999: Services And Other Operating Expenditures Maintenance agreements and services
4000	LCFF 5000-5999: Services And Other Operating Expenditures Cost of repairs for facilities needed to maintain student safety
1306	LCFF 4000-4999: Books And Supplies Cost of supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

The literacy intervention teacher will provide small group intervention to all elementary 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)
	District Funded 1000-1999: Certificated Personnel Salaries Cost of personnel (Literacy Intervention Teacher)
5000	LCFF - Intervention 4000-4999: Books And Supplies Intervention Materials and supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Teachers will provide extended learning opportunities to students in their grade level, for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8. Intervention and enrichment groups will be based on STAR 360 data, common formative assessments, and teacher observations.

Targeted tutoring will be provided to English learners, with the goal of supporting them in reclassifying.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26855	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
5000	Title III 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring

1153	Title III 3000-3999: Employee Benefits Certificated Benefits
6190	LCFF - Intervention 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Provide software programs to all students for differentiated learning opportunities in addition to those provided by the district (e.g. BrainPop) and ensure that all students have access to a district issued iPad.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Cost of agreements or software
1750	Title I 4000-4999: Books And Supplies Repair/ Replacement of student iPads

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct student monitoring conferences with teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Floater subs to allow teachers time to meet
115	LCFF 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct meetings with student study and Section 504 teams to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior or social emotional support. Provide support to such students in the general education setting.

Provide materials, such as core discs, sensory items, etc. to support needs identified during SST, IEP, and 504 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)
6200	LCFF 1000-1999: Certificated Personnel Salaries Floating substitute to release teachers to meet during SST and 504 meetings.
3000	LCFF - Intervention 4000-4999: Books And Supplies Purchase materials (core discs, sensory items, etc.) to provide individualized support based on the needs identified through MTSS model
1429	LCFF 3000-3999: Employee Benefits Certificated benefits
	District Funded

	1000-1999: Certificated Personnel Salaries Cost of Counselor
	District Funded 2000-2999: Classified Personnel Salaries Cost of Outreach Consultant

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 access to and encourage participation in Accelerated Reader Renaissance 360, Lexia Core5/Power UP, MyON, and ST Math for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Cost of programs

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.

Special Education

Strategy/Activity

Conduct IEP meetings including transition meetings for students into kindergarten, students transitioning from elementary to middle school, and students transitioning from 8th grade to high school. Floating substitute to release general education teacher and special education teacher to conduct IEP meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13300	LCFF

	1000-1999: Certificated Personnel Salaries Cost of substitutes
3066	LCFF 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10080	Title I 2000-2999: Classified Personnel Salaries Cost of AVID tutors
1000	Title I 4000-4999: Books And Supplies Materials for AVID classes
1000	LCFF 5700-5799: Transfers Of Direct Costs Buses for field trips for AVID students
1500	LCFF 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours for AVID coordinator
3654	Title I 3000-3999: Employee Benefits Classified Benefits
346	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Use teachers on special assignment (TOSAs) to provide support and guidance for ELD teachers, focusing on curriculum and classroom instructional strategies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Leadership Team meetings at least once/month to plan for upcoming PLC meetings; In collaboration with a consultant, develop protocols for PLC's, data analysis, identifying priority standards, planning instruction, etc.; discuss effective instructional strategies and strategies to improve rigor in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract with PLC Consultant

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will use ELPAC and local assessment data to group students for daily ELD instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide Teachers with extra hours to meet and discuss data regarding long term English learners. The goal of these meetings is to work collaboratively on strategies to support reclassification.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	Title III 1000-1999: Certificated Personnel Salaries Extra Hours for Teachers

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide extended learning opportunities for LTELs in grades 6-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title III 1000-1999: Certificated Personnel Salaries

	Teacher hourly salary for tutoring
1153	Title III 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Entrance fees for field trips
4000	LCFF 5000-5999: Services And Other Operating Expenditures Transportation costs for field trips

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide professional development for teachers at conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF

	5000-5999: Services And Other Operating Expenditures Conference/training registration and fees

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in biliteracy program

Strategy/Activity

Conduct DLI meetings at least once/month during banked time to support teachers in the biliteracy program. Collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in Grades 6-8

Strategy/Activity

Instructional Specialists at the district level 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 performance on state and local measures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries

	Instructional Specialist

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and Homeless, Foster and Migrant Students

Strategy/Activity

Administrators, counselor, ORC, and Healthy Start social worker will conduct home visits for students who are not coming to classes and/or need additional support in engaging with classes or with basic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor
	District Funded 2000-2999: Classified Personnel Salaries ORC

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

Counselor will support the social emotional needs of students by engaging and interacting with students during recess and lunch breaks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Cost of counselor

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.

Students in Grades 6-8

Strategy/Activity

Administrators will conference (in person, via phone, or via video chat) with parents and students who are receiving a D or F in one or more classes to discuss possible issues leading to low grades and provide support as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in Grades 6 - 8

Strategy/Activity

Administrators, counselor, Healthy Start social worker, and/or ORC will conduct meetings to share information with parents/families regarding grades, grade point average, and credits. Discussion will include the negative effects poor attendance and lack of participation and work submission have on grades and credits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Cost of counselor
	District Funded 2000-2999: Classified Personnel Salaries Cost of ORC

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.

After reviewing the STAR 360 results from 2021, we found that students in all grades for which they were administered, math and early literacy scores have improved. Students improved in reading in all grades except grade 8. We believe this is an indicator that the strategies and actions included in last year's plan were effective in reaching our goals. While we celebrate these improvements in scores, we recognize we still have far to go to reach our ultimate goal for all students to be proficient or better. Therefore, we are continuing many of the goals from last year's plan.

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 most significant barrier to implementing the intended activities and strategies in last year's plan was a lack of substitute teachers in the district. Specifically, teachers frequently had to postpone or cancel their participation in professional development when there was no substitute teacher for their class. Moreover, the literacy intervention teacher frequently needed to serve as a substitute teacher, taking her away from the work she was supposed to be doing. The district has worked to address this problem by increasing pay for substitute teachers, mounting a robust recruitment campaign, and providing longevity incentives for substitute teachers. We expect that with these measures in place, this barrier will be reduced in the coming year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We continue to use CAASPP and STAR 360 data as our metrics for determining the degree to which this goal has been met. We believe these assessments show a clear picture of standards mastery, and are aligned with the common core standards that drive the curriculum in our classes. Moreover, with the return of CAASPP testing during the 2021-2022 school year, we will have more recent data in this area to examine.

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

Decrease the suspension rate
Increase consistency of behavior expectations
Increase attendance rate
Provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates Attendance rate Panorama Data	• 43 Student Suspensions in 2021-2022 (through June 6, 2022) • 24.8% of students chronically absent (absent 10% of days or more) • Spring 2022 Panorama student data find areas of strength in teacher/ student relationships and engagement, and areas of challenge in emotional regulation and self-management	A. Decrease the suspension rate by 10% B. Decrease the chronic absenteeism rate by 10% D. Build and strengthen relations with Kamala families through monthly parent nights and/or community-building events.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement an attendance program to encourage students to come to school every day and on time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies Incentives for students

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

Standardize implementation of the positive behavior support model school wide. Provide teachers with professional books on PBIS for shared reading. Re-establish a PBIS committee to identify areas of need and opportunities to improve PBIS model. Offer student assemblies to support the PBIS model. Provide students with incentives for positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Cost of ORC & Counselor
3500	LCFF 4000-4999: Books And Supplies Materials to support PBIS, including student incentives
1500	LCFF

	5800: Professional/Consulting Services And Operating Expenditures PBIS Related Assemblies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have academic and/or behavior plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See goal 1, action #12

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

Hire an additional campus assistant specifically to support positive behavior among our middle school students. When there is an extra need for support, campus assistants will be asked to work additional hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 2000-2999: Classified Personnel Salaries Extra Hours for Campus Assistants
22600	LCFF 2000-2999: Classified Personnel Salaries

	Additional Campus Assistant
1813	Title I 3000-3999: Employee Benefits Classified Benefits
8193	LCFF 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide structured activities during class time, during recess, and during lunch to support students in having engaging choices for enrichment and making positive choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Cost of recess and PE equipment
	Cost of campus assistants (see action #4)
2500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Cost of Art trek Enrichment Program

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students in grades 1-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School administrator will meet monthly with After School Program administrator to evaluate the program and work on correlating the after school program to the regular school day programs and services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct fire, earthquake, and lockdown drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional 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

Safety committee will review and update the Comprehensive Safe School Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Purchase materials to support instruction during physical education and recess to ensure a safe, healthy learning environment for the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Cost of campus assistants (see action #4)
7000	LCFF 4000-4999: Books And Supplies Cost of equipment

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

Administration and PBIS committee will continue to work on establishing common structures and expectations for grades K-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school counselor will work with students to make positive choices in adverse situations, including creating small groups and working with students during recess and lunch.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Cost of counselor (see goal #1, action #12)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A teacher liaison will be designated for the After School program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing mentoring and professional development for the after school staff on PBIS.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

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.

During the 21-22 school year, our school worked hard to re-introduce students to the expectations of in-person learning, as they returned from a year and a half of virtual instruction. While we made some gains, we recognize that we still need to do more to implement a PBIS structure that will increase expected behavior and reduce suspension rate. Moreover, our experiences this year have made it clear that we need to increase the consistency in behavioral expectations across grades and classrooms.

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 to support our students as part of the PBIS program, to provide more play options during unstructured times (recess, lunch, etc.) and to support the basic needs of our students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is the first year where we have reliable suspension and attendance data since March 2020. Seeing this information helped make clear that reducing chronic absenteeism must be a strong focus. Additionally, informal observations and conversations with teachers has made it clear that our PBIS goal must include not only developing a plan, but ensuring that it is implemented consistently throughout the school.

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
Panorama Data	In the Spring 2021 administration of the Panorama survey, only 43 parents (about 5% of the parents in the school) took the survey, making the results less helpful than they would be if a larger percentage completed it. In the survey: 69% of parents indicated a favorable response to questions about family support 67% of parents indicated a favorable response to questions about family efficacy 59% of parents indicated a favorable response to questions about school-family communication	• Increase the number of parents completing the Panorama Survey to at least 33% of families in the school. • Increase the percentage of favorable responses by at least 5 percentage points in each category listed in the baseline

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide parent workshops through outside agencies including:

- Logrando Bienestar (VCBH)
- Triple P classes (New Dawn)
- Mom & Daughter Meetings
- Interface "My Body and Me" Classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 2000-2999: Classified Personnel Salaries Child Care
1000	Title I 1000-1999: Certificated Personnel Salaries Counselor extra hours
2000	LCFF 2000-2999: Classified Personnel Salaries Custodial Extra Help/Subs, including benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students; English learners

Strategy/Activity

Conduct parent involvement meetings at least once a month. Topics will be based on identified needs, and are expected to include:

- Title I meetings
- ELAC meetings
- Information on the biliteracy program
- Intro to kinder meeting for incoming kindergarten families

- Reclassification Celebration
- Middle School to High School Transition meetings
- A-G Information Meetings
- Parent Nights

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 2000-2999: Classified Personnel Salaries Custodial OT
4000	LCFF 2000-2999: Classified Personnel Salaries Clerical extra help and substitutes, including benefits
2000	LCFF 5700-5799: Transfers Of Direct Costs Graphics - Printing of flyers

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

Redesign the Kamala webpage to make it more user friendly, and keep the site update with information for families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide translation and home communication for non-English speaking homes, including families who speak language other than Spanish.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders; discuss during SSC, ELAC, PTA, and Title I parent meetings

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide professional development and workshops (ex. CABE) for teachers and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8104	Title III 5000-5999: Services And Other Operating Expenditures Conference/training registration and fees

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

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide outreach services to parents and connections to community agencies providing families with support for attendance, family wellness, and behavior services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	ORC and Counselor (see goal #1, action #12)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Offer family math and literacy nights to provide parents information on student learning in the classroom and how learning can be supported at home and art/technology nights to highlight work with our strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours

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

Conduct parent conferences to discuss student progress, achievements, and concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

Annual Review

SPSA Year Reviewed: 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.

Kamala has been able to provide each of the parenting classes listed with an overall benefit for parents. Strategies to work with their students are learned and implemented. With the improving health context, we are were able to conduct SSC, ELAC and PTA meetings in person. This has nearly tripled attendance at ELAC meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not major changes with the expenditures or overall implementation listed. We continue to offer coffee with us/ Café con nosotros on topics important to families. Teachers are also adding parent nights to support parents in the areas of math and literacy.

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 continue to use Panorama as our primary data point to assess the needs or our families.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$154138
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	$370,714.00

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	$100,840.00
Title III	$53,298.00

Subtotal of additional federal funds included for this school: $154,138.00

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	$175,531.00
LCFF - Intervention	$41,045.00

Subtotal of state or local funds included for this school: $216,576.00

Total of federal, state, and/or local funds for this school: $370,714.00

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	100840	0.00
Title III	53298	0.00
LCFF	175531	0.00
LCFF - Intervention	41045	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	175,531.00
LCFF - Intervention	41,045.00
Title I	100,840.00
Title III	53,298.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	26,500.00
2000-2999: Classified Personnel Salaries	LCFF	31,600.00
3000-3999: Employee Benefits	LCFF	12,803.00
4000-4999: Books And Supplies	LCFF	70,128.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	21,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	26,855.00
3000-3999: Employee Benefits	LCFF - Intervention	6,190.00

4000-4999: Books And Supplies	LCFF - Intervention	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I	15,080.00
3000-3999: Employee Benefits	Title I	6,505.00
4000-4999: Books And Supplies	Title I	58,255.00
5000-5999: Services And Other Operating Expenditures	Title I	7,000.00
1000-1999: Certificated Personnel Salaries	Title III	17,000.00
3000-3999: Employee Benefits	Title III	2,306.00
4000-4999: Books And Supplies	Title III	25,888.00
5000-5999: Services And Other Operating Expenditures	Title III	8,104.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	290,504.00
Goal 2	55,106.00
Goal 3	25,104.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Matthew Rubin	Principal
Danielle Wickenden	Classroom Teacher
Suzanne Grajeda	Classroom Teacher
Rhiannon Kingston	Classroom Teacher
Saul Villarreal	Other School Staff
Irene Ortega	Parent or Community Member
Olivia Mendoza	Parent or Community Member
Alberto Garcia	Parent or Community Member
Leonardo Juarez	Parent or Community Member
Rolando Medina	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 6, 2022.

Attested:

	Principal, Matthew Rubin on June 9, 2022
	SSC Chairperson, Danielle Wickenden (vice-chair) on June 9, 2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Lemonwood K-8 School	56725386100333	June 7, 2022	August 24, 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.

The Lemonwood School staff believes the total school community must work together to support our students in achieving success based on Oxnard School District Student Profile. Our focus is to facilitate opportunities and experiences for our students to be inspired and empowered to be collaborators, digital learners, achievers, problem solvers, global thinkers, innovators, and focused on the future. Together we promote independent learners.

We have a Student Study Team, AVID Leadership Team, School Site Council, English Language Advisory Committee, Parent Teacher Association (PTA), and a School Instructional Leadership Team which encompasses both Instruction and PBIS. Our teachers, staff and parents are dedicated to supporting a school-wide program for social development through clubs and sports, as well as academic development through an emphasis on first instruction, intervention and enrichment in order to target the needs of all students. Our teachers and site administration review data throughout the year to adapt and adjust our instruction in order to meet the needs our all our students.

At Lemonwood, we strive to improve our instructional program and our service and support to children and families. We currently implement the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) which prepare our students for the California Assessment of Student Performance and Progress (CAASPP). Students in kindergarten to fourth grade have access to learning in English and Spanish based on the Biliteracy Unit Frameworks. In all grades, we integrate technology into instruction, which increases student engagement. We provide students with social-emotional support and learning opportunities linked to our strand focus (Communication, Arts, and Technology) in order to prepare students to be college or career ready.

The staff at Lemonwood is constantly at work ensuring that our instructional program benefits the students and meets their needs. Teachers meet in grade level teams in order to analyze data to drive instruction, use adopted materials and supplemental materials and plan rigorous lessons which address the Common Core and Next Generation Science standards, the requirements of state assessments and the necessary skills needed in order for students to move forward with their learning. We focus on standards, on rigorous first instruction, and are commitment to writing across the subject areas. The staff participates in professional development in order to improve instructional practices and to support our students social emotional learning. This professional development is provided by administration, teacher leaders, school counselor and/or learning partners. Particularly this year, we will embark on a professional development series that will aim increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with the structures, materials and technology of balanced literacy, and to build collaborative relationships within and beyond grade levels. Site administration will work towards full implementation of professional learning communities. Site administration will work with a professional learning communities consultant to help build capacity at the site administration level.

We will continue our identifying and implementing Culturally Responsive Teaching. In middle school, our Advisory time is used foster goal-setting and provide students with feedback on their progress in attaining their goals in academic areas, such as ST Math, Power-Up, and Accelerated Reader. Additionally, students will create and work towards goals in their content area classes.

Lemonwood has a strong AVID program in grades 6-8. Elective and core subject middle school teachers have been trained through the summer institute in order to provide support to our students as we work towards a school wide model. Teachers work collaboratively to utilize AVID strategies in all trained classrooms, especially organization, Cornell note-taking and critical reading. Middle School Staff focus on Writing, Inquiry, Collaboration, Organization, Reading strategies in all content areas. This year, we will offer AVID excel for our English Learning. Staff and Administration were trained over the summer.
Field trips and enrichment activities are provided throughout the year to promote college and career readiness.

Lemonwood offers a Dual Language Program in Grades K-7 in order to promote multiculturalism, bilingualism and biliteracy. We follow a 50:50 model (Spanish/English) in all grades. Students in Kindergarten, 1st, 2nd, and 3rd grade Dual Language classrooms are using designed, content-based units. Focus areas for Lemonwood with the program are consistent with the district focus of oracy and connection between the languages. Additionally, Lemonwood is home to the Newcomer Academy in grade 3rd-5th.

We have instituted an instructional and intervention program, using the Multi-Tiered System of Supports (MTSS) model, which is focused on addressing the our students' disruption of learning as a result of COVID-19. Paraprofessionals have been hired to support in our K-2 classes with small group instruction. The student groups are small and the instruction is targeted to specific reading needs using our STAR 360 assessment results, which identify strengths and weaknesses in all Reading and Math standards. Our Special Education teachers are involved and support our general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. In our middle school, students needing additional resources are supported through our MTSS model with smaller class sizes and both pull out and co-teaching models for students with an IEP.

Our students use learning software both at school and at home to provide them with various learning opportunities. Accelerated Reader helps students to improve their comprehension skills and encourage a love of reading. We focus on the Zone of Proximal Development and percent correct in order to maximize reading practice. All students are using Core 5 (k-5) or Power-Up (6th-8th) to support their own individual needs for language arts. ST math has been a positive addition to our line-up of learning software as it also addresses the math needs of our students. Additionally, both ST math and Lexia (Core 5 & Power-Up) provide teachers with lessons to support their first instruction. Teachers continue to receive training on the use of iPads and share ideas with each other. In particular, the use of Pear Deck Software has increased student engagement and provides teachers with immediate formative assessments. They also teach digital citizenship to students throughout the year.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues. As mentioned, administration meets with teachers regularly to discuss student academic and social emotional progress. During these meetings, adjustments and adaptations to our students' instructional program is discussed and outlined. We have SST (Student Success Team) meetings which include the principal, assistant principal, the school psychologist, special education staff, counselor, classroom teachers, the Outreach Consultant and parents, when necessary. In order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Lemonwood, our positive behavior program is based on the Safe and Civil Schools approach. All staff has been trained in and implements this program which focuses on teaching students specific expectations based on our guidelines for success (Respect, Outstanding Citizenship, Always Safe, and Responsibility). As we return to a typical school year, it has been important to review the Safe and Civil Schools PBIS foundation of Structure, Teaching Expectation, Observe Frequently, Interact Positively, and Correct Fluently (STOIC). We will continue to adjust and adapt to the Social Emotional Learning of our students by review Panorama frequently. A full time counselor plays an integral role on our staff. The counselor does classroom lessons and works with individual students and small groups in order to provide any additional social-emotional support students may need in order to be successful. Additionally, the school counselor and PBIS team support school-wide efforts to address our students' social emotional learning. Two new school wide supports have been the intentional daily social emotional interactions (Mindful Monday, Together Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday) and weekly classroom check-ins through the Panorama database.

We have regularly scheduled drills for fire, earthquake and lockdowns in order for students and staff to be adequately prepared in case of emergency situations. At Lemonwood, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one’s academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted regularly throughout the year. Teachers are provided feedback from administration in a manner that initiates individual collaboration between teachers and instructional leaders. The feedback is linked to the OSD student profile and the OSD pedagogy in Math and Literacy. Teachers on a formal evaluation rotation are observed and evaluated every two years, and probationary teachers are observed for the first two years. During the past year, observations occurred with multiple administrators in order to monitor the academic program and provide feedback to the teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Based on the STAR 360 data of last Spring and this fall, the disruption of learning was evident. Our teachers have began to adjust their instruction based on the current STAR 360 and are focusing on the priority standards. It is encouraged that our teachers to teach literacy through content in order to maximize on instructional minutes. We will continue to use STAR 360 assessments (Universal Screener), Writing Assessment, and Interim Assessment Benchmark data (3rd-8th grade) to guide our instruction in Reading, Math, Content Areas, and integrated and designated ELD. Additionally, student progress in ST math, Lexia Programs, and Accelerated Reader will be evaluated as well.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lemonwood teachers will be using data from STAR (Early Literacy, Reading, and Mathematics) throughout the year, along with curricular data including writing across the subject areas. Teachers in the Dual Language program will use the summative unit assessments in both English and Spanish. This year, we will begin a focus on three week data cycles. School administration will meet with grade levels ever three weeks to review common formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. Student Monitoring Conferences provide admin qualitative data of both student and staff development needs.

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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Lemonwood teachers will collaborate weekly, with a focus on increased student progress in academic engagement and social emotional learnings. Discussion topics will be based on data and on the focus areas of rigorous standards based instruction. Additionally, teachers will be given time to plan and analyze student writing across the subject areas.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services that are provided include Tier I and Tier II intervention, provided by the classroom teacher. In addition, students in grades K-2 may receive assistance from the Literacy Interventionist and students in grades 3-5 may receive instruction in small groups. Students in grade 6-8 may receive support through elective class options of ELD, AVID, Technology, Journalism and Speech and Debate.

Evidence-based educational practices to raise student achievement

Teachers will focus on rigorous first instruction that connects to the Common Core State Standards, History/Social Sciences and Next Generation Science Standards. In addition, ELD standards will be imbedded into the core curriculum to support English Learners. Students in the Dual Language program will have standards delivered in both English and Spanish.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

1. School Site Council
2. ELAC
3. Title I Meetings
4. Parent Compact
5. Parent Involvement Policy
6. Parent Education
7. Parent Conferences
8. Meetings with Administration
9. SST/IEPs
10. PTA Activities
11. Growth parade

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Administration holds quarterly Title I meetings in which the programs are discussed. Parents and teachers serve on School Site Council, which discusses and determines the activities of each goal, as well as determines the funding provided for those activities. Our ELAC provides input to our School Site Council in order to make suggestions for our English Learner population. Throughout the year, parent and teacher groups are updated on the status of the goals and activities, and the plan is evaluated at the end of the year. Various school based surveys were sent out to parents in order to gather feedback.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services that are provided include support staff to assist with instruction. At Lemonwood, these consist of our paraprofessionals that support k-5 students in the classroom and AVID Tutors to assist with tutorials. Teacher collaboration hours and professional development is also covered by categorical funds so that they can analyze student assessments in order to guide instruction. *

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Lemonwood involved multiple stakeholder groups for the SPSA review and update. Our site Instructional Leadership Team, made up of teachers and administrators, spent time reviewing data and revising our goals starting with end of year data in May, 2022. The group was actively involved in fine-tuning the metrics of goal 1, and with determining the activities that supported the goal. Panaroma data was reviewed in order to create the metrics and activities to support Goals 2 and 3. Our School Site Council, with the input of our ELAC, reviewed end of year data in June, 2022 and had input on the new goals, metrics and activities, with a focus on English Learners and Parent Engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Beginning in March, our Intervention Support Providers were not able to fulfill their contractual obligation and therefore we were unable to continue with that support.

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%	0%	%	0	0	
African American	0.46%	0.5%	%	4	4	
Asian	0%	0.2%	%	0	2	
Filipino	2.3%	2.1%	%	20	18	
Hispanic/Latino	94.72%	95.0%	%	825	829	
Pacific Islander	0.11%	0%	%	1	0	
White	2.07%	2.1%	%	18	18	
Multiple/No Response	0.34%	0.2%	%	3	2	
			Total Enrollment	871	873	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	92	95	
Grade 1	81	90	
Grade 2	97	90	
Grade3	93	99	
Grade 4	92	99	
Grade 5	93	104	
Grade 6	102	91	
Grade 7	107	103	
Grade 8	114	102	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	871	873	

Conclusions based on this data:

The majority of our students are Hispanic/Latino. The number of students at our school continues to rise. The majority of our students continue at Lemonwood from the elementary grades into the middle school grades.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	517	506	554	61.3%	58.1%	63.5%
Fluent English Proficient (FEP)	227	253	221	26.9%	29.0%	25.3%
Reclassified Fluent English Proficient (RFEP)	104	80	46	18.2%	15.5%	9.1%

Conclusions based on this data:

In order to increase our the number of RFEP students, we much target instruction during integrated and designated English Language Development. With the COVID-19 disruption in learning, it is increasing important for our students to receive focus skills intervention to mitigate the disruption in learning the pandemic created. Our staff will consistently review instructional data for our English Learners and provide language rich instruction to our students so that they are can attain the proficiency levels necessary to be reclassified. Specifically, teachers will work with our learning partners to support integrated and designated writing across grade levels. We believe that as our instruction becomes more targeted on focus skills, our English Learners will be reclassified as English Proficient.

School and Student Performance Data

Star Early Literacy

Lemonwood K-8 School											
		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
Grade K	70	11	16%	12	17%	7	10%	40	57%	3	766
Grade 1	95	46	48%	27	28%	4	4%	18	19%	2	764
Grade 2	30	26	87%	4	13%	0	0%	0	0%	1	799

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain literacy proficiency and master reading foundational skills. Additionally data through STAR 360, CBM assessments, might be necessary to determine specific needs in phonemic awareness, phonics, and/or fluency. High leverage instructional strategies and instructional practices must be at the forefront of our instructional program. Teachers will meet every 3 weeks in order to analyze student learning data.

School and Student Performance Data

Star Reading

Lemonwood K-8 School											
		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 2	90	51	57%	23	26%	11	12%	5	6%	1	865
Grade 3	79	40	51%	24	30%	11	14%	4	5%	1	918
Grade 4	102	50	49%	29	28%	10	10%	13	13%	1	966
Grade 5	90	46	51%	20	22%	21	23%	3	3%	1	985
Grade 6	104	37	36%	42	40%	22	21%	3	3%	2	1023
Grade 7	89	30	34%	26	29%	31	35%	2	2%	2	1056
Grade 8	91	43	47%	30	33%	16	18%	2	2%	2	1045

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain literacy proficiency. High leverage instructional strategies and intervention must be at the forefront of our instructional program. Additionally data through STAR 360, CBM assessments, might be necessary to determine specific needs in phonemic awareness, phonics, and/or fluency. Supports from Lexia and Accelerated Reader will also support students in making adequate growth in Reading. Teachers will meet every 3 weeks in order to analyze student learning data.

School and Student Performance Data

Star Math

Lemonwood K-8 School											
		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 1	93	44	47%	37	40%	10	11%	2	2%	2	814
Grade 2	89	52	58%	23	26%	11	12%	3	3%	1	877
Grade 3	91	49	54%	20	22%	15	16%	7	8%	1	922
Grade 4	105	45	43%	39	37%	15	14%	6	6%	2	978
Grade 5	97	63	65%	18	19%	12	12%	4	4%	1	1008
Grade 6	103	56	54%	32	31%	12	12%	3	3%	1	1033
Grade 7	14	14	100%	0	0%	0	0%	0	0%	1	956
Grade 8	86	71	83%	12	14%	3	3%	0	0%	1	1014

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain math proficiency. High leverage instructional strategies and instructional practices must be at the forefront of our instructional program. Additionally, targeted intervention as well as consistent ST math usage will help students have adequate progress. Teachers will meet every 3 weeks in order to analyze student learning data.

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 3	89	92		89	91		89	91		100	98.9	
Grade 4	105	91		104	91		104	91		99	100	
Grade 5	105	98		105	96		105	96		100	98	
Grade 6	105	103		104	103		104	103		99	100	
Grade 7	91	114		89	114		89	114		97.8	100	
Grade 8	81	89		81	89		81	89		100	100	
All Grades	576	587		572	584		572	584		99.3	99.5	

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	2400.	2370.		12.36	10.99		22.47	12.09		28.09	26.37		37.08	50.55	
Grade 4	2392.	2425.		4.81	14.29		13.46	17.58		20.19	15.38		61.54	52.75	
Grade 5	2451.	2442.		4.76	6.25		24.76	13.54		22.86	33.33		47.62	46.88	
Grade 6	2462.	2475.		0.96	2.91		17.31	20.39		33.65	36.89		48.08	39.81	
Grade 7	2467.	2463.		0.00	0.00		17.98	15.79		28.09	28.95		53.93	55.26	
Grade 8	2533.	2495.		4.94	4.49		28.40	15.73		40.74	31.46		25.93	48.31	
All Grades	N/A	N/A	N/A	4.55	6.16		20.45	15.92		28.50	28.94		46.50	48.97	

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 3	15.73	13.19		52.81	36.26		31.46	50.55	
Grade 4	10.58	19.78		37.50	37.36		51.92	42.86	
Grade 5	6.67	6.25		52.38	44.79		40.95	48.96	
Grade 6	4.81	4.85		47.12	42.72		48.08	52.43	
Grade 7	5.62	1.75		39.33	35.96		55.06	62.28	
Grade 8	14.81	6.74		51.85	42.70		33.33	50.56	
All Grades	9.44	8.39		46.68	39.90		43.88	51.71	

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	12.36	4.40		43.82	40.66		43.82	54.95	
Grade 4	4.81	8.79		35.58	47.25		59.62	43.96	
Grade 5	11.43	5.21		46.67	43.75		41.90	51.04	
Grade 6	1.92	3.88		43.27	49.51		54.81	46.60	
Grade 7	4.49	6.14		42.70	47.37		52.81	46.49	
Grade 8	8.64	8.99		56.79	44.94		34.57	46.07	
All Grades	7.17	6.16		44.41	45.72		48.43	48.12	

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	11.24	10.99		74.16	54.95		14.61	34.07	
Grade 4	3.85	12.09		64.42	59.34		31.73	28.57	
Grade 5	8.57	8.33		55.24	55.21		36.19	36.46	
Grade 6	4.81	7.77		52.88	66.02		42.31	26.21	
Grade 7	1.12	2.63		56.18	55.26		42.70	42.11	
Grade 8	7.41	3.37		69.14	61.80		23.46	34.83	
All Grades	6.12	7.36		61.54	58.73		32.34	33.90	

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

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	13.48	8.79		61.80	48.35		24.72	42.86	
Grade 4	5.77	14.29		42.31	40.66		51.92	45.05	
Grade 5	13.33	12.50		44.76	38.54		41.90	48.96	
Grade 6	9.62	11.65		62.50	54.37		27.88	33.98	
Grade 7	10.11	2.63		46.07	42.98		43.82	54.39	
Grade 8	18.52	10.23		55.56	47.73		25.93	42.05	
All Grades	11.54	9.78		51.92	45.45		36.54	44.77	

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:

At Lemonwood, the number of students performing at the standards met/exceeded (combined) increase in most grade level from 18/19 to 21/22. In the grade levels that did not increase, 3rd and 4th, the percentage of students scoring in met/exceeded category was only decreased by a few percent.

As a result of this, this year, we will focus on common formative assessments to dissect learning and analyze student data (grade-level standards) more frequently. Our Site Instructional Leadership Team will continue to guide our instructional and social-emotional initiatives. We will continue to work with our PLC and our instruction learning partners. We will continue to discuss data in order guide instruction, intervention, and enrichment monthly.

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 3	89	92		89	90		89	90		100	97.8	
Grade 4	105	91		104	91		104	91		99	100	
Grade 5	105	98		105	96		105	96		100	98	
Grade 6	105	103		105	103		105	103		100	100	
Grade 7	92	114		89	114		89	114		96.7	100	
Grade 8	81	89		81	89		81	89		100	100	
All Grades	577	587		573	583		573	583		99.3	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 3	2400.	2373.		3.37	4.44		31.46	17.78		28.09	24.44		37.08	53.33	
Grade 4	2409.	2431.		0.96	4.40		11.54	19.78		37.50	37.36		50.00	38.46	
Grade 5	2436.	2422.		4.76	2.08		12.38	3.13		20.95	26.04		61.90	68.75	
Grade 6	2424.	2455.		0.00	4.85		0.95	10.68		27.62	30.10		71.43	54.37	
Grade 7	2430.	2428.		0.00	0.00		5.62	2.63		20.22	20.18		74.16	77.19	
Grade 8	2479.	2444.		1.23	0.00		9.88	6.74		27.16	16.85		61.73	76.40	
All Grades	N/A	N/A	N/A	1.75	2.57		11.69	9.78		27.05	25.73		59.51	61.92	

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	15.73	11.11		43.82	30.00		40.45	58.89	
Grade 4	4.81	7.69		27.88	35.16		67.31	57.14	
Grade 5	10.48	3.13		19.05	15.63		70.48	81.25	
Grade 6	0.95	4.85		17.14	28.16		81.90	66.99	
Grade 7	3.37	0.00		14.61	14.04		82.02	85.96	
Grade 8	2.47	2.25		30.86	22.47		66.67	75.28	
All Grades	6.28	4.63		25.13	23.84		68.59	71.53	

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	8.99	7.78		49.44	40.00		41.57	52.22	
Grade 4	3.85	6.59		31.73	41.76		64.42	51.65	
Grade 5	2.86	2.08		31.43	27.08		65.71	70.83	
Grade 6	0.95	4.85		26.67	39.81		72.38	55.34	
Grade 7	1.12	1.75		30.34	28.07		68.54	70.18	
Grade 8	2.47	3.37		53.09	26.97		44.44	69.66	
All Grades	3.32	4.29		36.30	33.79		60.38	61.92	

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	6.74	10.00		58.43	42.22		34.83	47.78	
Grade 4	3.85	6.59		42.31	49.45		53.85	43.96	
Grade 5	2.86	2.08		45.71	31.25		51.43	66.67	
Grade 6	0.00	6.80		34.29	37.86		65.71	55.34	
Grade 7	1.12	0.88		53.93	40.35		44.94	58.77	
Grade 8	2.47	0.00		55.56	43.82		41.98	56.18	
All Grades	2.79	4.29		47.64	40.65		49.56	55.06	

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:

At Lemonwood, the number of students performing at the standards met/exceeded (combined) decreased from 18/19 to 21-22 in most grade levels. However, in 5th, 7th, and 8th, we saw an increase and or scores remained the same. As a result, our Site Instructional Leadership Team will continue to address this deficit and continue to promote mathematical mindset and develop a system to better support ST math implementation.

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
K	1421.8	1427.0	1411.6	1431.0	1437.4	1426.8	1400.0	1402.7	1375.7	85	63	59
1	1454.2	1461.4	1445.2	1457.4	1463.4	1453.4	1450.5	1458.9	1436.6	82	84	64
2	1477.3	1483.0	1446.8	1472.4	1477.2	1445.3	1481.8	1488.3	1447.7	93	83	63
3	1500.1	1476.5	1467.1	1491.8	1465.6	1463.1	1508.0	1487.0	1470.5	64	61	85
4	1489.5	1517.7	1473.8	1475.2	1499.7	1462.1	1503.4	1535.1	1485.0	50	51	78
5	1513.8	1533.3	1497.1	1501.3	1526.9	1487.2	1525.7	1539.3	1506.6	41	31	60
6	1503.9	1531.6	1526.5	1494.2	1529.4	1526.0	1513.2	1533.4	1526.6	24	30	35
7	1539.7	1521.1	1553.7	1530.4	1510.6	1564.0	1548.6	1531.2	1543.1	25	24	21
8	*	1551.5	1539.1	*	1543.2	1534.0	*	1559.3	1543.6	*	19	18
All Grades										473	446	483

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	28.24	9.52	5.08	27.06	47.62	27.12	28.24	30.16	54.24	16.47	12.70	13.56	85	63	59
1	32.93	15.48	3.13	29.27	36.90	42.19	19.51	33.33	32.81	18.29	14.29	21.88	82	84	64
2	32.26	15.66	4.76	46.24	43.37	47.62	11.83	30.12	26.98	*	10.84	20.63	93	83	63
3	*	3.28	7.50	50.00	39.34	23.75	32.81	37.70	38.75	*	19.67	30.00	64	61	80
4	*	13.73	3.90	48.00	62.75	31.17	30.00	17.65	33.77	*	5.88	31.17	50	51	77
5	*	22.58	8.33	51.22	54.84	38.33	*	22.58	28.33	*	0.00	25.00	41	31	60
6	*	13.33	5.88	*	50.00	50.00	*	36.67	38.24	*	0.00	5.88	24	30	34
7	*	0.00	35.00	48.00	54.17	40.00	*	33.33	25.00		12.50	0.00	25	24	20
8	*	10.53	5.56	*	52.63	61.11	*	31.58	27.78	*	5.26	5.56	*	19	18
All Grades	23.89	12.11	6.74	40.59	46.64	36.84	23.47	30.49	35.16	12.05	10.76	21.26	473	446	475

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	34.12	19.05	11.86	30.59	41.27	38.98	21.18	25.40	32.20	14.12	14.29	16.95	85	63	59
1	47.56	23.81	20.31	25.61	34.52	29.69	*	34.52	39.06	19.51	7.14	10.94	82	84	64
2	43.01	24.10	9.52	41.94	43.37	41.27	*	26.51	30.16	*	6.02	19.05	93	83	63
3	28.13	13.11	20.00	39.06	37.70	36.25	28.13	24.59	20.00	*	24.59	23.75	64	61	80
4	*	27.45	10.39	56.00	54.90	40.26	24.00	11.76	22.08	*	5.88	27.27	50	51	77
5	43.90	45.16	35.00	36.59	35.48	33.33	*	19.35	8.33	*	0.00	23.33	41	31	60
6	*	33.33	35.29	*	43.33	44.12	*	23.33	17.65	*	0.00	2.94	24	30	34
7	*	25.00	40.00	56.00	41.67	50.00	*	20.83	10.00		12.50	0.00	25	24	20
8	*	42.11	5.56	*	36.84	77.78	*	5.26	16.67	*	15.79	0.00	*	19	18
All Grades	35.52	25.11	19.37	38.69	41.03	39.37	15.22	23.99	23.58	10.57	9.87	17.68	473	446	475

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	21.18	7.94	1.69	18.82	38.10	11.86	43.53	49.21	69.49	16.47	4.76	16.95	85	63	59
1	24.39	14.29	3.13	24.39	28.57	34.38	24.39	34.52	25.00	26.83	22.62	37.50	82	84	64
2	31.18	12.05	3.17	30.11	44.58	47.62	20.43	20.48	20.63	18.28	22.89	28.57	93	83	63
3	*	0.00	2.50	39.06	29.51	16.25	39.06	47.54	35.00	18.75	22.95	46.25	64	61	80
4	*	19.61	3.90	30.00	45.10	11.69	48.00	29.41	44.16	*	5.88	40.26	50	51	77
5	*	3.23	6.67	46.34	22.58	8.33	*	70.97	53.33	*	3.23	31.67	41	31	60
6	*	3.33	5.88	*	26.67	26.47	50.00	60.00	41.18	*	10.00	26.47	24	30	34
7	*	0.00	5.00	44.00	25.00	40.00	*	58.33	45.00	*	16.67	10.00	25	24	20
8	*	5.26	0.00	*	42.11	38.89	*	47.37	44.44	*	5.26	16.67	*	19	18
All Grades	18.82	8.97	3.58	29.60	34.75	23.16	32.77	41.26	41.05	18.82	15.02	32.21	473	446	475

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	51.76	20.63	15.25	38.82	71.43	76.27	*	7.94	8.47	85	63	59
1	56.10	50.00	42.19	36.59	42.86	48.44	*	7.14	9.38	82	84	64
2	61.29	28.92	12.70	34.41	62.65	71.43	*	8.43	15.87	93	83	63
3	31.25	11.48	15.19	64.06	60.66	55.70	*	27.87	29.11	64	61	79
4	*	21.57	19.48	78.00	74.51	50.65	*	3.92	29.87	50	51	77
5	36.59	6.45	25.00	53.66	87.10	48.33	*	6.45	26.67	41	31	60
6	*	26.67	20.59	62.50	66.67	67.65	*	6.67	11.76	24	30	34
7	*	0.00	15.00	56.00	79.17	75.00	*	20.83	10.00	25	24	20
8	*	21.05	5.56	*	73.68	77.78	*	5.26	16.67	*	19	18
All Grades	43.97	24.89	20.46	48.84	64.57	60.13	7.19	10.54	19.41	473	446	474

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	27.06	30.16	13.56	54.12	49.21	54.24	18.82	20.63	32.20	85	63	59
1	37.80	14.29	10.94	40.24	71.43	59.38	21.95	14.29	29.69	82	84	64
2	33.33	16.87	12.70	59.14	73.49	65.08	*	9.64	22.22	93	83	63
3	34.38	24.59	35.06	50.00	52.46	41.56	*	22.95	23.38	64	61	77
4	28.00	33.33	18.42	62.00	56.86	55.26	*	9.80	26.32	50	51	76
5	48.78	74.19	56.14	43.90	19.35	22.81	*	6.45	21.05	41	31	57
6	45.83	33.33	62.50	45.83	60.00	31.25	*	6.67	6.25	24	30	32
7	52.00	54.17	85.00	48.00	33.33	15.00		12.50	0.00	25	24	20
8	*	31.58	61.11	*	52.63	38.89	*	15.79	0.00	*	19	18
All Grades	35.52	28.92	30.90	51.37	57.17	46.78	13.11	13.90	22.32	473	446	466

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	22.35	0.00	0.00	60.00	92.06	88.14	17.65	7.94	11.86	85	63	59
1	40.24	34.52	18.75	37.80	35.71	46.88	21.95	29.76	34.38	82	84	64
2	46.24	12.05	19.05	33.33	65.06	53.97	20.43	22.89	26.98	93	83	63
3	*	0.00	2.50	65.63	55.74	37.50	28.13	44.26	60.00	64	61	80
4	*	15.69	5.19	60.00	70.59	48.05	36.00	13.73	46.75	50	51	77
5	*	9.68	8.33	68.29	80.65	56.67	*	9.68	35.00	41	31	60
6	*	0.00	8.82	*	53.33	44.12	70.83	46.67	47.06	24	30	34
7	*	4.17	5.00	44.00	41.67	65.00	*	54.17	30.00	25	24	20
8	*	10.53	11.11	*	52.63	50.00	*	36.84	38.89	*	19	18
All Grades	24.31	11.88	8.63	48.84	61.21	53.47	26.85	26.91	37.89	473	446	475

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	35.29	52.38	16.95	47.06	36.51	52.54	17.65	11.11	30.51	85	63	59
1	20.73	14.29	4.69	54.88	67.86	59.38	24.39	17.86	35.94	82	84	64
2	22.58	13.25	7.94	67.74	71.08	57.14	*	15.66	34.92	93	83	63
3	*	19.67	6.33	76.56	68.85	58.23	*	11.48	35.44	64	61	79
4	*	25.49	3.90	78.00	70.59	63.64	*	3.92	32.47	50	51	77
5	31.71	9.68	3.33	65.85	87.10	70.00	*	3.23	26.67	41	31	60
6	*	36.67	5.88	79.17	63.33	91.18	*	0.00	2.94	24	30	34
7	*	4.17	10.00	84.00	83.33	80.00		12.50	10.00	25	24	20
8	*	5.26	0.00	*	94.74	94.44	*	0.00	5.56	*	19	18
All Grades	22.20	21.75	6.75	64.90	67.49	64.56	12.90	10.76	28.69	473	446	474

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:

Preliminary ELPAC scores indicated a low number of students meeting reclassification criteria as STAR 360 reading scores are below the 25 percentile. Therefore, we will continue to target reading comprehension across all grade levels by monitoring student data and intentional professional development on reading strategies (i.e. Literacy Continuum). In middle school, we have 3 ELD classes. Our goal is to reclassify students by 5th grade so that all middle school students have the opportunity to take an elective class. Therefore, preparing all our English Learning Students to be successful on the ELPAC as well as the STAR/CAASPP assessments in English

Language Arts. We will have action plans for our long term English learners so that to determine specific areas holding our students back from being reclassified.

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, writing 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 first instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to review data on a consistent basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	The following indicates % of students that met or exceeded standard on the CAASPP ELA in comparison to the last time students took the CAASPP in 2018-2019. 3rd: -1% 4th: -3% 5th: +7% 6th: +8% 7th: +25% 8th: +1% Based on 2021-22 data, the following indicates the % of students that met or exceeded standard on the CAASPP in Math: 3rd: -1% 4th: -5% 5th: +2% 6th: -1%	Based on 21-22 data, students in grades 4-8 will increase their percentage of positive growth on the CASSPP Assessment in both Language Arts and Mathematics (Scaled Score) by 10% based on cohort data. The following is the percent of students in each band per grade level: ELA 3rd: Level 1 58% Level 2 19% Level 3 13% Level 4 8% 4th Level 1 48% Level 2 22% Level 3 18% Level 4 10% 5th

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th: +10% 8th: Stayed the same	Level 1 43% Level 2 29% Level 3 20% Level 4 10% 6th Level 1 35% Level 2 33% Level 3 22% Level 4 8% 7th Level 1 31% Level 2 26% Level 3 32% Level 4 8% Math 3rd: Level 1 53% Level 2 26% Level 3 15% Level 4 5% 4th Level 1 49% Level 2 32% Level 3 15% Level 4 3% 5th Level 1 49% Level 2 32% Level 3 15% Level 4 3% 6th Level 1 64% Level 2 26% Level 3 5% Level 4 2% 7th Level 1 62% Level 2 24% Level 3 8% Level 4 4%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy, Reading, and Math (English and Spanish)	2021-22 End of Year STAR 360 Data A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. Student Growth Percentile: Reading: 58.1% of students scored Above or Typical Growth Math: 38.7% of students scored Above or Typical Growth Early Literacy: 40.7% of students scored Above or Typical Growth Proficiency Rate: Reading: 21.3% of students estimated to score at or above the proficiency benchmark Reading Spanish: 56.7% of students estimated to score at or above the district proficiency benchmark Math: 42.7% of students estimated to score at or above proficiency benchmark Early Literacy: 17.5% of students estimated to score at or above the proficiency benchmark	School-wide Goal: Students with a Scale Score within the Level 1 and Level 2 benchmarks will have an SGP between 66-99 indicating high growth. Students with a Scale Score within the Level 3 and Level 4 benchmarks will have an SGP between 35-65 indicating typical growth. English Reading: 62.5% of students will show high growth throughout the school year. Spanish Reading: 50.6% of students will show high growth throughout the school year. Math: 57.3% of students will show high growth throughout the school year. Early Literacy: 82.5%of students will show high growth throughout the school year. Grade-Level Goal: 50% of students will improve by at least one proficiency level in STAR (English and Spanish) Early Literacy, Reading, and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Early Literacy Spanish: 39.4% of students estimated to score at or above the district proficiency benchmark	

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.

English Learners

Strategy/Activity

Three-week data analysis cycle for all teachers. Site admin will supported by customized professional learning and coaching support which includes ongoing coaching, design, implementation and evaluation of site specific Professional Learning Community practices which evaluate progress of Emergent Bilinguals, specifically Long-term English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24000	Title III 5800: Professional/Consulting Services And Operating Expenditures Professional

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

Professional development series to increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with the structures, materials and technology (strand focus) of balanced literacy, and to build collaborative relationships within and beyond grade levels. k-8 teachers will participate in lesson study once a month.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will collaborate in a Professional Learning Community weekly to review instructional best practices and review student instructional data. Based on the student needs and student data, teachers will be provided with professional learning opportunities at the site and district level specifically addressing effective First Instruction (Literacy & Math), Social Emotional Learning, Intervention in ELA and Math, and Culturally Responsive Teaching.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47992	Title I 1000-1999: Certificated Personnel Salaries Two Intervention Support Providers will teach P.E. and provide teachers with common planning time (grades1-5) as well as small group time.
11062	Title I 3000-3999: Employee Benefits Two Intervention Support Providers will teach P.E. and provide teachers with common planning time.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

RSP teachers and paraprofessionals will support general education classroom teachers. Grades K-8 will use a pull out model for instruction. RSP teachers will collaborate weekly with General Education Teachers in order to progress towards goals and how to best meet the needs of our Special Education Students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries
	District Funded 2000-2999: Classified Personnel Salaries
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Daily designated ELD instruction includes a minimum of 30 minutes for kindergarten, 45 minutes for grades 1-5, and a class period for grades 6-8. Instruction aligns to the District's EL Master Plan. Integrated ELD occurs in all content areas throughout the remainder of the day. Focus on Oracy as part of Balanced Literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the Dual Language Program

Strategy/Activity

Implementation of Dual Language Program for grades K-7 following the Districts' EL Master Plan. Teacher collaboration will occur throughout the year for teachers to reflect on data, plan rigorous instruction, and plan for individual student needs. Professional learning opportunities will be provided throughout the year to support biliteracy instruction(teachers) and implementation (administrators).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monitor academic progress in ELA, SLA, ELD, and Math using formative and summative assessments, including STAR 360 and curricular assessments. Intervention plans will be developed according to the results of the assessments, specifically for our Long Term English Learners. Para educator to support in class intervention as well as before and afternoon ST Math/Lexia Workshop.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teachers

	District Funded 3000-3999: Employee Benefits Certificated Benefits
4295	Title I 1000-1999: Certificated Personnel Salaries In class small group Spanish Language Arts support for k-5 SLA teachers
10000	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions to support intervention plans

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

District Technology Technician will maintain equipment and software to support students learning through technology software and Internet access.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Site Tech Salary
	District Funded 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Materials and supplies will be purchased to support the core instructional programs of ELA, Math, Social Studies, and Science and strand focus of Communication, Arts, and Technology. P.E. Clothes will be purchased for students in 6th, 7th, and 8th. Teachers will have the Duplo, copy

machines, Xerox machines, and district publications to make necessary copies of instructional materials

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
56883	LCFF 4000-4999: Books And Supplies Materials and Supplies
20000	LCFF 4000-4999: Books And Supplies Warehouse Supplies
5449	LCFF 4000-4999: Books And Supplies Replacement Technology for classrooms

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

Release time for teachers to observe exemplar classes on campus and at other identified sites.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6153	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Floater subs

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.

K-5 Students

Strategy/Activity

Literacy Intervention Teacher to support k-5 students utilizing the LLI intervention program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

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.

Long-Term English Learners, English Learners,

Strategy/Activity

After-school support or Intersession

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Title III 1000-1999: Certificated Personnel Salaries Teacher - Extra Help/Tutoring
2075	Title III 3000-3999: Employee Benefits Teacher - Extra Help/Tutoring

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

Culturally Responsive Teaching instructional support for staff. Site leadership team will continue to lead staff in best practices outlined in Culturally Responsive Teaching and the Brain by Zaretta Hammond.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and supplies - See Activity 9

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

Student Success Team (SST) meetings, 504 meetings, and IEP meetings to address the needs of at risk students. CoST and SST meetings will review student instructional data and current or past interventions in order to abide by the Child Find obligation. Meeting are held before or after school. Subs for IEPs are provided by the Special Education Department.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 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

All students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness in a virtual format.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

10000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Fieldtrips
3444	Title I 5800: Professional/Consulting Services And Operating Expenditures Fieldtrips

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

Professional Learning Summit to provide teachers with learning support in the following areas: Literacy, Math, Culturally Responsive Teaching, and STOIC

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 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.

Long-Term Emergent Bilinguals in 6th-8th

Strategy/Activity

School license for AVID Excel. Middle School students identified as Emergent Bilinguals will be enrolled in AVID Excel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Technician will provide access and guidance to all students to check out library books based on reading levels.

Books and materials will be purchased to support growing Dual Language program and to make collection available for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library Tech - Salary
	District Funded 3000-3999: Employee Benefits Library Tech - Benefits
5556	Title III 4000-4999: Books And Supplies Library Books and Materials to support integrate and designated ELD
10000	LCFF 4000-4999: Books And Supplies Library Books to support Grade Level Standards

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 in grades 6th-8th

Strategy/Activity

Partial Site Variance-Hybrid Block Schedule: two times a week, students will have a longer period in each class in order to provide students with enrichment and/or intervention based on Common Core State Standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

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.

Students receiving Special Education Services

Strategy/Activity

Monthly Data Review to review proficiency and IEP goal progression

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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.

Middle School Students

Strategy/Activity

The middle school AVID program is provided for students. Teachers receive specific training to support their students to strive for college and career readiness. Strategies are supported through all middle school classes with a focus on Writing, Inquiry, Collaboration, Organization, and Reading.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 AVID tutor salaries
53	Title I 3000-3999: Employee Benefits AVID tutor salaries-site funded
10505	Title I 2000-2999: Classified Personnel Salaries AVID Tutor salaries-site funded
5365	Title I 3000-3999: Employee Benefits Avid Tutor salaries-site funded

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.

After School Program Students

Strategy/Activity

The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development and Training Materials

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the ASP and help it support school needs by organizing curriculum, providing modeling and providing professional development for ASP staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher Liaison - Salary
	District Funded 3000-3999: Employee Benefits Teacher Liaison - Benefits

Strategy/Activity 24

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Once a month (Wednesdays) vertical Collaboration organized through Math/Science and Social Studies/ELA

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 25

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students scoring in Level 1 on STAR 360 in Reading or Math.

Strategy/Activity

Administer STAR Curriculum Based Measurement (CBM) to determine specific instructional gaps and provide instructional support to fill the instructional gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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.

Middle School Students

Strategy/Activity

Provide technology to support elective classes that support our Communication, Arts, and Technology 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)
5000	LCFF 4000-4999: Books And Supplies Chromebooks for the elective classes

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.

Math, Science, and Technology Teachers on Special Assignment

Strategy/Activity

Instructional Specialists will support math, technology and science instruction in grades k-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)
	District Funded 1000-1999: Certificated Personnel Salaries

	Instructional Specialist - Salary
	District Funded 3000-3999: Employee Benefits Instructional Specialist - Benefits

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student Monitoring Conferences scheduled with individual teachers to review instructional practices as they relate to Student Growth Percentile data. Student data conferences will be held 3 times a year. Admin will meet with individual teachers before or after school (k-5) and during prep period (6th-8th). Teachers will complete the SGP data chart prior to 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 addiitonal cost

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.

Last year, we did not meet Goal 1 in most areas. Last year, we began our work with Read, Write, Think Learning Partners and were able to provide professional development in writing. This year, we will continue the implementation and our learning partners will be able to model lessons and work with teachers on campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation involved more funding being spent on tutoring costs than what actually occurred, due to a shortage of teachers being able to provide before/after tutoring. In addition, we did not use as much of the substitute costs as anticipated for teacher collaboration due

to a lack of subs. Finally, we were not able to find AVID tutors during the year due to a lack of availability.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We've adjusted several things as a result of last year's challenges with implementation. We've put more effort into collaboration, and designed that to take place after school in most cases so that we're not dependent on substitutes. In addition, we have been able to secure AVID tutors to start the 19/20 school year, allowing for the program to have the needed components. Tutoring costs have been lowered, and our tutoring program will focus on grade level bands as opposed to individual classes or grades so that we can be appropriately staffed to support our students.

In addition, we have focused our metrics to look not only at SGP, but also to look at CAASPP growth. In looking at growth targets, we felt it was necessary to look at multiple measures. The SGP will be reviewed all year long as each student will have an individual goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Based on 2021-22 data, we had 25 total suspension with no students expelled.	Suspension rates will decrease by 0.5%.
Attendance Rate	In 2021-22, Lemonwood had 5.08% of students (43) with chronic attendance problems, missing 10% or more instructional period/days.	Decrease chronic attendance rates by 1%.
Social Emotional Learning	2021-22 Panorama data indicated 73% of students are on track with their Social Emotional Learning. Below is the grade level breakdown of data: K: Good-72% 1: Good-69% 2: Fair-68% 3: Good-79% 4: Fair-57% 5: Good-74% 6: Fair-61% 7: Poor -54%	Increase percentage of students on track by 5%. Specifically, for 2nd grade, 4th grade, 7th and 8th grades, increase the number of students on track with their social emotional learning to at least 70%, which would put the grade level in the "Good" classification.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8: Poor-4%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Support provided by site admin, PBIS team, and school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will fully implement our ROAR (guidelines for success) school wide expectations in all grade levels, using all components for Positive Behavior Support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal 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

Students will be taught Digital Citizenship lessons within their classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Staff will implement and comply with the Comprehensive Safety School Plan. Drills (Fire, Lockdown, Earthquake and Evacuation Drills).will be conducted monthly (fire), bimonthly (earthquake), 2x/year (lockdown) and annually (evacuation).

Staff will monitor and revise the safety plan annually.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10310	LCFF 2000-2999: Classified Personnel Salaries Additional Campus Assistant Coverage
3737	LCFF 2000-2999: Classified Personnel Salaries Additional Campus Assistant Coverage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data from behavior referrals, rate, and reasons for school suspensions will be monitored monthly by site admin, school PBIS team, and school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The staff will utilize a MTSS model of leveled interventions for students' behavior and social-development concerns. The PBIS team will review behavior concerns and develop a plan of support for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance and punctuality will be monitored. Incentives punctuality will be provided to individual students and classes. Support to all students and families will be provided.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies for attendance incentives see Goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students identified as part of Mixteco Community

Strategy/Activity

After-School activities designed to promote and foster a sense of cultural pride and acceptance. Provide mentoring opportunities with adults on campus to create a positive school connection.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Daily Social Emotional Focused Learning in the classroom (Mindful Monday, Together Tuesday, Wellness Wednesday, Thoughtful Thursday, Fun Friday). Activities and ideas provided by School Counselor. Weekly check-ins administered by classroom teachers from Panorama.

K-5th: First 10 minutes of class will be dedicated to SEL lessons and check-ins.
6ht-8th: On Tuesdays and Thursdays (blocked periods), students will participate Social Emotional Learning in each class period.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Social Emotional Support provided or facilitated by School Counselor:
Tier 1:School-wide SEL

- Monthly Classroom Lessons taught by School Counselor (Attendance and Goal Setting, Bullying Prevention, Conflict Resolution, Growth Mindset, Coping Skills, Self Esteem, Friendship, and Self Control)

Tier 2: Small Group Support
Top priority are students who self-reported(Panorama) as having no perceived strength in the following areas:

- Growth Mindset
- Self-Management
- Social Awareness
- Sense of Belonging
- Teacher -Student Relationships
- Emotional Regulation

Tier 3:
Students are referred through the MTSS process (CoST, SST) for the counselor to work with individual students in social development, emotional, and psychological concerns.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
	District Funded 3000-3999: Employee Benefits Counselor - Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach consultant makes contact with families and provides resources for services provided by district and/or community agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 ORC Salary
	District Funded 3000-3999: Employee Benefits ORC -- Benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff supports PBIS "Caught you ROARing" tickets and prizes for positive behavior incentives. The goal is to reinforce positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	Materials and Supplies for behavior incentives and postcards reference Goal 1

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Free Breakfast and Lunch are available to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries CNS Salary
	District Funded 3000-3999: Employee Benefits CNS - Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

6th-8th ROAR System

Strategy/Activity

Each trimester students who demonstrated excellent ROAR behavior will participate in the incentive activity. Points will be tracked by staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	Materials and Supplies for attendance incentives see Goal 1

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 Staff

Strategy/Activity

School Site Social Committee will organize various ways to connect staff and build relationships. Staff contribute funds to the committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional Cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Social- Emotional Monthly Spotlight based on district SEL themes and school site daily themes. Teachers will submit evidence of SEL special moments. This evidence will be shared with all staff via a shared presentation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Assemblies will be provided for students related to safety, anti-bullying, and guidelines for success (ROAR).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

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.

New PBIS activities were added last year with the "Caught You Roaring" cards and positive postcards being sent home. We did not see a connection with our suspension rate, although they were well received by the students. With our students experiencing repeated behavior challenges, our counselor intervened with support or referred students to outside counseling services. We reinforced positive attendance through classroom incentives and students working individually with our Outreach Consultant. This, along with frequent parent communication, allowed for our chronic attendance rate to remain low.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 School Closures, some of the expenditures did not occur.

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.

All activities and supports will be applied in a virtual format due to Covid-19 remote learning.

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 Canvas 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
Survey Responses - Panorama	In Spring of 2021, 107 respondents for the Panorama Parent Survey.	Double the number of respondents for the 2021-22 School Year to have a more accurate depiction of areas for growth and strengths.
Survey Responses - Panorama	In the Spring of 2021, 65% of respondents indicated favorable perceptions of the amount of academic and social support that they provide their child with outside of school (Family Support). This is below the district's score of 67%.	Increase the favorable responses to 75% in the area of Family Support.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities. Meetings will remain virtual as parent participation was great than in-person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I quarterly meetings will be held to inform parents of school goals, programs, and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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.

English Learners

Strategy/Activity

Parents to attend local CABE conference

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title III 5800: Professional/Consulting Services And Operating Expenditures Conference/Workshop

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

Parents will be provided activities to support the daily Social Emotional Interactions (Mindful Monday, Together Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday) to connect school with home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

SST/IEP teams will include parents in order to plan individualized student support for their child.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will communicate with parents regarding instructional topics and student specific 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)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will maintain a full-time Outreach Specialist position to support students and families who experience hardships by locating and making community resources accessible to the families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC Salary - See Goal #2, Activity #11

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will maintain a full-time counselor to work with students and families to support individual students on an ongoing or crisis basis. Referrals to outside agencies may occur as well.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselor Salary - See Goal #2, Activity #10

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with families speaking Mixteco

Strategy/Activity

The school will work with District translation services to support families who speak Mixteco by having access to MICOP services, translation, and parenting workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Mixteco Translator Salary
	District Funded 3000-3999: Employee Benefits Mixteco Translator Salary - Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Parents of students identified as Mixteco

Strategy/Activity

ORC, Counselor, Teachers, and Administrator will provide learning opportunities for parents regarding

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will be invited to a parent/teacher conference in the fall. Parents will be encouraged this time to become class observers. In the spring, parent conferences will be held for some parents where children are struggling.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Site Council will revise and update the Parent Compact and Parent Involvement Policy annually. All parents will sign both documents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student and family events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

The school will offer After School Program parent nights to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	ASES No addiitonal cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Parents

Strategy/Activity

The school will offer parent resource center for parents. The center will be equipped with technology to support parents in completing necessary forms and provide tech training to support their student's academic achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title III 4000-4999: Books And Supplies Technology for parent resource center

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

Families will receive communication from school via phone, text, video message, and/or website.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

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.

Our goal last year focused on increasing attendance at school events. While we did see a general increase, we found that to be challenging to track. We saw increased participation when events were held virtually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some of the parent workshops had low attendance, so they weren't offered with as much regularity as originally planned. Other than that, our expenditures were accurate for 21-22.

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.

With the implications of COVID-19, we will be more intentional with sharing media that will help parents navigate and support their students' academic progress. Additionally, we will offer some parent workshops to build literacy at home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$130,494.00
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	$314,879.00

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	$82,716.00
Title III	$44,631.00

Subtotal of additional federal funds included for this school: $127,347.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount ($)
	$0.00
LCFF	$171,379.00
LCFF - Intervention	$16,153.00

Subtotal of state or local funds included for this school: $187,532.00

Total of federal, state, and/or local funds for this school: $314,879.00

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	82,716.00	0.00
Title III	44,631.00	0.00
LCFF	171,379	0.00
LCFF - Intervention	16,153.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	171,379.00
LCFF - Intervention	16,153.00
Title I	82,716.00
Title III	44,631.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF	14,047.00
4000-4999: Books And Supplies	LCFF	97,332.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	60,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,153.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	52,287.00
2000-2999: Classified Personnel Salaries	Title I	10,505.00

3000-3999: Employee Benefits	Title I	16,480.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,444.00
1000-1999: Certificated Personnel Salaries	Title III	9,000.00
3000-3999: Employee Benefits	Title III	2,075.00
4000-4999: Books And Supplies	Title III	7,556.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	26,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	296,832.00
Goal 2	14,047.00
Goal 3	4,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Allison Cordes	Principal
Annette Warren	Classroom Teacher
Tracy Gordon	Classroom Teacher
Roberto Rodriguez	Classroom Teacher
Gabriela Serrano	Other School Staff
Argelia Alvarado	Parent or Community Member
Ruth Magana	Parent or Community Member
Fabiola Martinez	Parent or Community Member
Guadalupe Perez	Parent or Community Member
Jessica Glass	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 7th, 2022.

Attested:

	Principal, Allison Cordes on June 7, 2022
	SSC Chairperson, Annette Warren on June 7, 2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

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
Dinnette Warner	School Site Council
Aquilina Juarez	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 June 7th, 2022.

Attested:

Principal, Allison Cordes on

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
Dr. Manuel M. Lopez Academy of Arts and Sciences	56725386055305	June 7, 2022	August 24, 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
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Dr. Manuel M. Lopez Academy of Arts and Sciences serves students in grades 6-8 in the Oxnard School District. As a result of the district's open enrollment policy, Lopez Academy draws students from all across the Oxnard School District. With focused attention on providing a strong instructional program that incorporates arts and sciences, Lopez's enrollment is approximately 830 students. Lopez Academy was previously known as Haydock Academy until July 1, 2020.

Lopez strives to meet the needs of all our students through a diverse offering of educational settings and courses. Students with specialized needs are served in a variety of settings including three mild to moderate SDC classes, two moderate to severe SDC classes, and five resource teachers that provide instruction in both the co-teaching and pull out SAI models. Lopez students that need designated ELD support are placed into designated ELD classes to provide for maximum targeting of instruction to support English Learners. Students receive 180 days of instruction during our normal 8 period day, with one period serving as lunch, and another as advisory. Academic intervention and support is offered to students before, during, and after school.

Lopez Academy is focused on providing a safe, healthy, positive, and respectful environment in which creativity, critical thinking, and responsibility is fostered with all students. Some important aspects of our educational program include student led conferences, designated ELD, access to technology (including one to one iPad devices), student incentives, after school program, and an Academy focus (Arts and Sciences). We also strive to work as a cohesive team with our parents. Parents are provided various opportunities to become involved in Lopez including parent workshops/trainings, ELAC, School Site Council, and PTA. Other family events and parent trainings are included throughout the year.

Lopez will develop the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District. The Lopez Academy School Site Council meets regularly throughout the school year to ensure that the SPSA is being implemented as written, and that any necessary adjustments are made as authorized by the school site council. The school site council members includes an equal representation of school staff members and Lopez parents/community members. Throughout the school year the site council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students. School Site Council shall also have the proper balance of members to reflect an equal representation of the school staff and parents/community members.

The Lopez Academy school plan is intended to closely align with the newly adopted Oxnard School District student profile. This student profile guides educators within the Oxnard School District regarding the traits and abilities that students are expected to demonstrate upon promoting out of the district. District and site instructional decisions and programs should closely align with the board adopted student profile. The Lopez Academy plan also includes expenditures and actions to support the Dual Language (DLI) program.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a regular basis at Lopez Academy. The purpose of classroom observations is for school staff to be knowledgeable about the standards. These frequent classroom observations also provide an opportunity for measuring progress towards school wide and district wide goals. Furthermore, classroom observations provide an opportunity for school staff to give specific and constructive feedback that helps teachers incorporate best practices and effective, research proven strategies to maximize instructional effectiveness. Classroom observations are monitored by the administrative team to ensure all classrooms are visited on a regular basis. During classroom observations an emphasis is placed upon noting areas of need and exemplary areas, particularly in light of school wide goals for English Learner students. For the 2021-22 school year, classroom observations focused on the school wide goal of having students read, write, listen, and speak every period, every day. Specific feedback was given to individual teachers as well as the whole staff about schoolwide trends towards meeting this goal. This schoolwide goal and classroom observation practice will continue for the 2022-23 school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Lopez Academy we utilize the results of state and local assessments to plan, reflect, and modify instruction and instructional planning to meet the needs of our students. We closely examine the results from the California Assessment of Student Performance and Progress (CAASPP) to measure how effectively our instruction and curriculum have been with our students. CAASPP results include information regarding English-Language Arts, Math, and Science. CAASPP testing was suspended for two years, but returned in spring 2022. We also examine the results of the English Language Proficiency Assessments for California (ELPAC) to measure the progress of our English Learner students have made in the area of Oral Language, Written Language, Listening, Reading, Speaking, and Writing. Lopez also utilizes the results of local assessments, including the STAR 360 Reading and STAR 360 Math assessments, which are administered a minimum of four times per year. Local (district) writing exams and an ELD assessment for our ELL students are also given throughout the school year to assist in monitoring our students' progress towards meeting the California Common Core State Standards. We are also fully implementing the Panorama Social-Emotional Survey Platform to assess and provide additional supports for our students this school year. The Panorama Survey will be administered at least twice annually for all students. Suite 360 is being piloted by the administrative team to address individual social-emotional learning with individual students and small groups. Throughout the school year English-Language Arts and Math teachers also administer SBAC Interim-Assessments which can provide additional feedback about student progress towards meeting the California Common Core State Standards. A limited number of students take the California Alternative Assessment (CAA) for Math, English-Language Arts, and Science as determined by their IEP team.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At Lopez we use data to inform our planning and instruction. The sources of data include both state and local assessment data, as well as ongoing informal and formal assessments within the classroom. This year Lopez teachers will have additional time within their learning (PLC) teams to analyze data, reflect upon results, and make instructional decisions based upon the data. We will also continue to analyze STAR 360 data for both Math and English-Language arts throughout the year to measure student progress and make curricular and instructional adjustments to best meet the diverse needs of our students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Oxnard School District ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. For this school year, all Oxnard School District teachers received an additional three full days of professional development prior to the first day of school. Three additional staff development/professional development days were added to the teacher calendar for the 2021-22 and 2022-23 school years. The professional development activities outlined in this plan are intended to alight with the newly adopted OSD student profile which serves as a guide to planning curriculum and programs within the Oxnard School District.

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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers regularly collaborate through the Professional Learning Community model. Time is set aside for staff or PLC meetings every Tuesday after school. Additional funding is provided through several funding sources in this plan to add additional time for teachers to collaboratively plan, grade, analyze data, and develop/monitor common assessments throughout the school year. Time will also be provided to release teachers on various school teams including PBIS and other school based teams. Additional time will be necessary for the continuous identification of essential standards, development of pacing guides, and creation/administration of common assessments.

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. Lopez Academy teachers are continuing to develop and adjust site level pacing guides for this school year.

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. Lopez Academy conducted our annual Williams Visitation in September 2021.

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)

Lopez is committed to effectively serving all students, including students that are not successfully accessing state content standards. A special emphasis is placed on our English Learner students, particularly those that are long term English Learners who are still in need of additional support to access grade level standards and ultimately qualify for reclassification to leave the ELL program. Our special education population is also performing at lower levels than their peers, and Lopez is working to provide additional opportunities for these students, specifically inclusion in a co-teaching model when deemed appropriate by the IEP team. Co-teaching classes allow for students receiving special education services to access grade level content standards with general educations peers. We recognize that the most effective way to address the needs of under performing students is to guarantee high quality first instruction within every classroom. All core curriculum adoptions provide additional resources and activities including universal access information to support students that are not currently meeting grade level state standards.
Another tool for supporting under performing students includes the 1 to 1 iPad implementation for all of our students. The iPad deployment allows for students to interact with the state content standards and core curriculum in an engaging manner. Through the use of Title 1 and LCFF funding. Lopez offers ample tutoring opportunities for students that are not currently accessing the state content standards.

Tutoring is provided in all core academic areas to support student progress towards meeting state grade level standards. Site based interventions (before and after school) are focused to meet the needs of students that are struggling to access grade level standards. Many Lopez students also participate in the Oxnard Scholars After School Program which offers a number of academic and extracurricular opportunities for students, including additional support from the after school staff and certificate staff members. Lopez systematically utilizes the Accelerated Reader (AR) program to increase student reading levels which assists with closing the achievement gap between our students at grade level, and those below grade level standards. All students take at least one AR diagnostic test each trimester and accrue points throughout the year by successfully taking accelerated reading tests on books they have read. As discussed in the analysis section, English Learner students at Lopez are scoring significantly lower on assessments, and are therefore a focus area for the school. An instructional assistant position is funded to support designated ELD classes during the 2022-23 school year. The instructional assistant provides in class support and assistance within integrated and designated ELD classes.

Evidence-based educational practices to raise student achievement

The Lopez staff recognizes that high-quality first instruction (Tier 1) is the most crucial element to support students that are not meeting state content standards. Furthermore, we recognize that instructional best practices require regular and productive collaboration by teachers within and across grade levels and departments. Teacher collaboration is targeted and responsive to student needs so that curriculum adjustments and re-teaching when necessary is built into all classrooms. Teachers also regularly utilize the IPAD technology available to students to plan and deliver highly engaging and rigorous curriculum. Additionally, all teachers at Lopez have 2-3 hours monthly to collaborate with their department/grade level peers to discuss student progress, analyze data, and target instruction towards standards mastery. Most content area teacher also have common prep periods during the school day to provide additional collaboration/planning opportunities.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are invited and encouraged to participate in the Lopez community throughout the year. PTA provides parents an opportunity to participate in supporting school programs, such as PTA Reflections, participating in fundraising opportunities, and identifying ways in which PTA can positively impact the school community for all students. Parents participating in ELAC provide feedback on issues relating to English learners and give feedback directly to the School Site Council on the school plan. Parents can participate as elected officers or general members. School Site Council requires the election of parent representatives and this council approves the school budget and school plan. School Site Council meets with the principal directly and provides feedback on issues relevant to school governance and conducts annual reviews of the School-Parent Compact and Parent Involvement Policy. Funding has been allocated within the school plan to provide materials for parents participating in school site council, PTA, and ELAC. Many of these parent opportunities are provided via zoom.

Parents are also encouraged to attend school events such as Back to School Night, student-led conferences, arts performances/show throughout the school year. Our AVID program in particular supports college and career exploration. It is important to note that a many of these events may continue take place virtually this year depending on COVID community spread rates.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent input is crucial to the development of school site and district level decisions about curriculum, budget allocations, and other important educational functions. Parents can directly participate and provide input through school site council, PTA, or ELAC. Parents are also encouraged to reach out to the school at any time they have a concern or feedback for the school. Lopez has a representative on the district DELAC team as well as the district parent advisory committee. Lopez parents also have opportunities to provide school specific and district specific feedback throughout the development of the Oxnard School District Local Control Accountability Plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

A variety of services are detailed within the school plan for student achievement (SPSA) that support students who are not currently meeting state content standards. Extra hours for teachers to provide support to on campus clubs including our site Arts, Music, and Science strands. Additionally, funding is provided for teachers to be released to plan additional supports for our English Learner students, particularly our long term English Learners, as well as funding to support students in their transition from middle school to high school. Within the SPSA funding is also provided to allow for teacher release time to analyze data, plan assessments, and design curriculum to specifically meet the needs of students that are not presently meeting grade level standards. Within the Lopez SPSA an instructional assistant is funded to support English Learner students within their ELD and AVID Excel courses. Additional funding is provided for instructional materials/supplies to support English Learner students. Another service called out in the SPSA is funding to support teacher and administrative opportunities for professional development, including both on site and off site training. Funding has also been allocated to continue with the purchase of new books for our school library with a focus on multiple genres to engage students that are not currently reading at grade level. Specific funding is also assigned to purchase high interest Spanish books for our library to support our growing DLI program. Finally, Lopez has a large number of parents that do not speak English as a first language, therefore ample funding has been provided to support additional translation as necessary at school events, parent phone calls home, parent conferences, and other events as necessary so that all parents will be aware of their child's progress towards meeting grade level standards.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement. Title and categorical funds are used for a variety of purposes to support underperforming students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA includes the involvement from all stakeholder groups. The Lopez Academy leadership team provides input and feedback about proposed expenditures and has the opportunity to provide guidance. The SPSA and its goals were also shared with the ELAC committee. In turn, ELAC provided crucial feedback to school site council regarding the planned actions and programs designed to support English Learners at Lopez. ELAC will continue to provide feedback to the School Site Council throughout the year. The SPSA, along with the site budgets for Title 1 and Title III, will be reviewed and approved by the School Site Council. . Both ELAC and School Site Council will provide opportunities for parent feedback and engagement throughout the school year. Stakeholder feedback is valued and utilized to enhance the school plan throughout the school year. This School Plan for Student Achievement shall be available for any parent/community

member upon demand in the front office. Parent and community members may also provide feedback and suggestions during ELAC and School Site Council meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In examining the previous year's SPSA, there were several action items that were not fully implemented. After school interventions have traditionally been focused on the academic needs of students. This last year, after school intervention focused primarily on the social-emotional needs of students and included a wide variety of new clubs on campus. Additionally, teachers were limited in the amount of time available for release planning time because of a shortage of substitute teachers within the district. This shortage of substitutes also limited the amount of professional development opportunities available during the day as coverage was not always readily available. Additionally, the inability to fill vacancies with substitutes affected students' ability to consistently move through the state standards.

Another area of concern is the high rates of chronic absenteeism at Lopez Academy. While our attendance was higher than the previous year, we have still not returned to pre-pandemic attendance levels. Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest for students that are struggling academically. Prior to the COVID 19 Pandemic, Lopez was able to continue to lower the overall suspension rate, there were a high number of suspensions, which resulted in time away from instruction which makes it more difficult for students to access grade level content standards. Unfortunately, the suspension rate increased during the 2021-22 school year. Lopez staff and the School Site Council shall continue to monitor resource inequities throughout the 2022-23 school year. Distance learning during the 2020-21 school year was a significant challenge for many students, and this has created outcome inequities for some students during the 2021-22 school year. Resources have also been dedicated to providing additional social-emotional supports that are aimed at continuing to lower the overall suspension rate for Lopez Academy students and to support the continued return to traditional in-school instruction.

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%	0%	%	0	0	
African American	0.88%	0.8%	%	8	7	
Asian	0.11%	0%	%	1	0	
Filipino	1.55%	1.4%	%	14	12	
Hispanic/Latino	94.48%	95.0%	%	855	840	
Pacific Islander	0.22%	0.1%	%	2	1	
White	2.54%	2.5%	%	23	22	
Multiple/No Response	0.22%	0.2%	%	2	2	
			Total Enrollment	905	884	

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			
Grade3			
Grade 4			
Grade 5			
Grade 6	294	277	
Grade 7	304	300	
Grade 8	307	307	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	905	884	

Conclusions based on this data:

Lopez Academy of Arts and Sciences serves a diverse student population in grades 6-8. As a result of the district's open enrollment policy, Lopez Academy draws students from across the city of Oxnard and Oxnard School District. Our instruction focuses on California Content Standards with an emphasis on incorporating our strands, Art and

Science within the educational program. Lopez's enrollment is currently around 815 students. Our enrollment by grade level is fairly consistent, with approximately 275 students per grade level. Our student demographics are diverse with nearly 95% of students identifying as Hispanic/Latino and just over one-third of students identified as English Learners, primarily long term English Learners.

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	266	261	289	29.7%	28.8%	32.7%
Fluent English Proficient (FEP)	438	442	399	48.9%	48.8%	45.1%
Reclassified Fluent English Proficient (RFEP)	62	47	58	19.4%	17.7%	22.2%

Conclusions based on this data:

English Learners currently make up about one-third of our entire student population, but close to 80% of students at Lopez have been classified as English Learners at one point during their academic career. A vast majority of English Learners at Lopez Academy are considered Long Term English Learners. Long term English Learners are defined as an EL student who is enrolled in grades 6-12 and has been enrolled in school in the United States for more than six years, has remained at the same English Language proficiency level for two or more consecutive years as determined by the English Language Proficiency Assessment for California (ELPAC), and scores "standard not met" on the smarter balanced ELA test. Throughout the school year Lopez Academy monitors the progress of English Learners to determine if they meet the district qualifications for reclassification. English Learner students who are reclassified are monitored for four consecutive years after reclassification to ensure that they are receiving any needed supports to meet state content standards. On the most recent CAASPP ELA test, less than 1% of English Learner students scored "met standards" or above. In the area of mathematics, 1.2% of students scored "standard met" or higher on the smarter balanced summative test. In contrast, nearly 23% of Lopez students scored "met standard" or above on the summative ELA test, and 13.2% of students overall scored "met standards" or higher on the summative math test. The academic performance of our Lopez Academy English Learner students is a high priority with specific sub goals within this plan. It is important to note that the specific needs of English Learners addressed within this plan are also aligned to the newly adopted OSD student profile.

The data shows that the percentage of English Learner students at Lopez Academy has increased over the last few years, presently at just under one-third of all students. 67% of students at Lopez are classified as either Fluent English Proficient (FEP) or Reclassified Fluent English Proficient (RFEP). This data is important as it underlines the need for a continued focus on the academic achievement of our English Learners who have historically performed at lower levels than their peers. Strategies and curriculum that is research based and focused on the diverse needs of English Learner students is an important piece of the plan for student success at Lopez Academy. We must also continue to monitor and support students that have been previously reclassified as they may still have needs in the areas of mathematics or Language Arts.

School and Student Performance Data

Star Early Literacy

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		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

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		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	234	111	47%	79	34%	35	15%	9	4%	2	1012
Grade 7	218	82	38%	65	30%	59	27%	12	6%	2	1045
Grade 8	240	118	49%	69	29%	43	18%	10	4%	1	1039

Conclusions based on this data:

In addition to administering the CAASPP assessments, the STAR 360 Math and Reading Assessments were administered to students four times during the 2021-22 school year. STAR assessment scores demonstrate the progress each individual student is making in the area of math or reading.

For the final administration of the STAR reading assessment in 2022, 18% of Lopez 6th graders scored level 4 while 25% scored level 3. Levels 3 and 4 are considered “proficient” in the STAR assessment system. 58% of Lopez 6th graders scored in the “less than proficient” bands. The overall STAR reading level for Lopez 6th grade students was 4.4 with a scaled score of 1012.

For the final administration of the STAR reading assessment in 2022, 27% of Lopez 7th graders scored level 4 while 22% scored level 3. 50% of Lopez 7th graders scored in the “less than proficient” bands. The overall STAR reading level for Lopez 7th grade students was 5.3 with a scaled score of 1045.

For the final administration of the STAR reading assessment in 2022, 16% of Lopez 8th graders scored level 4 while 23% scored level 3. 61% of Lopez 8th graders scored in the “less than proficient: bands. The overall STAR reading level for Lopez 8th grade students was 5.1 with a scaled score of 1039.
The STAR reading assessment will continue to be used throughout the 2022-23 school year to help measure student growth in the area of reading.

School and Student Performance Data

Star Math

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		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	242	143	59%	74	31%	16	7%	9	4%	1	1020
Grade 7	205	132	64%	41	20%	22	11%	10	5%	1	1035
Grade 8	152	94	62%	28	18%	17	11%	13	9%	1	1047

Conclusions based on this data:

In addition to administering the CAASPP assessments, the STAR 360 Math and Reading Assessments were administered to students four times during the 2021-22 school year. STAR assessment scores demonstrate the progress each individual student is making in the area of math or reading.

For the final administration of the STAR math assessment in 2022, 33% of Lopez 6th graders scored level 4 while 20% scored level 3. Levels 3 and 4 are considered “proficient” in the STAR assessment system. 46% of Lopez 6th graders scored in the “less than proficient” bands. The overall STAR math level for Lopez 6th grade students was 5.1 with a scaled score of 1020.

For the final administration of the STAR math assessment in 2022, 29% of Lopez 7th graders scored level 4 while 25% scored level 3. 46% of Lopez 7th graders scored in the “less than proficient” bands. The overall STAR math level for Lopez 7th grade students was 5.5 with a scaled score of 1035.

For the final administration of the STAR math assessment in 2022, 35% of Lopez 8th graders scored level 4 while 14% scored level 3. 51% of Lopez 8th graders scored in the “less than proficient: bands. The overall STAR math level for Lopez 8th grade students was 5.8 with a scaled score of 1047.

The STAR math assessment will continue to be used throughout the 2022-23 school year to help measure student growth in the area of reading.

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	325	300		324	297		324	297		99.7	99	
Grade 7	311	306		308	305		308	305		99	99.7	
Grade 8	293	298		293	292		293	292		100	98	
All Grades	929	904		925	894		925	894		99.6	98.9	

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	2431.	2460.		1.23	4.04		10.80	16.50		26.23	33.67		61.73	45.79	
Grade 7	2464.	2482.		1.95	2.30		18.18	20.98		25.32	30.16		54.55	46.56	
Grade 8	2495.	2515.		4.44	3.77		20.48	26.71		24.23	31.85		50.85	37.67	
All Grades	N/A	N/A	N/A	2.49	3.36		16.32	21.36		25.30	31.88		55.89	43.40	

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

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	3.40	4.38		34.88	41.08		61.73	54.55	
Grade 7	6.82	5.57		34.42	40.00		58.77	54.43	
Grade 8	8.87	9.25		33.11	46.23		58.02	44.52	
All Grades	6.27	6.38		34.16	42.39		59.57	51.23	

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	1.54	6.73		27.16	44.11		71.30	49.16	
Grade 7	6.49	6.89		41.88	48.52		51.62	44.59	
Grade 8	6.83	6.85		39.25	53.08		53.92	40.07	
All Grades	4.86	6.82		35.89	48.55		59.24	44.63	

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	2.78	4.71		50.31	58.59		46.91	36.70	
Grade 7	3.57	2.62		41.23	58.69		55.19	38.69	
Grade 8	10.58	8.90		51.54	60.62		37.88	30.48	
All Grades	5.51	5.37		47.68	59.28		46.81	35.35	

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	6.17	14.48		44.14	46.13		49.69	39.39	
Grade 7	8.44	12.13		42.53	51.15		49.03	36.72	
Grade 8	14.68	18.15		45.05	48.97		40.27	32.88	
All Grades	9.62	14.88		43.89	48.77		46.49	36.35	

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:

It is important to note that due to the COVID-19 Pandemic, the CAASPP math, ELA, and science assessments were not administered during the 2019-20 and 2020-21 school years. When analyzing the data, the 2022 preliminary CAASPP scores will be compared to the 2018-19 school year assessment results.. This analysis is based upon preliminary test scores from spring 2022 as official test scores are still pending.

Lopez Academy 6th grade students scoring met/exceeded on the CAASPP ELA test totaled 17%. This represented a 3 percent decline from the most recent assessment during the 2018-19 school year. Lopez Academy 7th grade students scoring met/exceeded on the spring 2022 CAASPP ELA administration totaled 32% which is a 10% increase from the 2018-19 school year. 31% of Lopez Academy 8th graders scored met/exceeded on the CAASPP ELA test which was a 2 percent increase from the last administration.

While Lopez Academy grew overall, we will continue to heavily focus on English Language Arts with our schoolwide “read, write, listen, speak...every period, every day” focus. English Learner students are a priority at Lopez Academy and their growth on the CAASPP ELA test will be closely monitored as well. When final state test results are released in fall of 2022, further analysis will be necessary to acquire data specific to subgroups of including English Learners, Special Education, Foster/Homeless, etc. GATE and honors students are clustered to ensure that they are challenged and continue to maintain or exceed the common core state standards.

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	324	300		316	297		316	297		97.5	99	
Grade 7	310	306		304	304		304	304		98.1	99.3	
Grade 8	293	299		284	293		284	293		96.9	98	
All Grades	927	905		904	894		904	894		97.5	98.8	

* 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	2422.	2445.		0.95	3.70		7.28	8.42		22.15	30.30		69.62	57.58	
Grade 7	2441.	2450.		3.29	2.30		9.54	11.51		21.71	25.33		65.46	60.86	
Grade 8	2458.	2474.		4.93	5.12		7.39	8.53		18.31	24.23		69.37	62.12	
All Grades	N/A	N/A	N/A	2.99	3.69		8.08	9.51		20.80	26.62		68.14	60.18	

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	2.53	6.40		18.99	26.94		78.48	66.67	
Grade 7	5.59	4.93		19.08	22.04		75.33	73.03	
Grade 8	5.63	6.16		19.37	25.34		75.00	68.49	
All Grades	4.54	5.82		19.14	24.75		76.33	69.43	

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

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	0.95	3.37		28.16	32.32		70.89	64.31	
Grade 7	5.26	4.28		35.53	35.53		59.21	60.20	
Grade 8	8.80	6.14		35.21	32.76		55.99	61.09	
All Grades	4.87	4.59		32.85	33.56		62.28	61.86	

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	4.11	2.69		28.48	38.38		67.41	58.92	
Grade 7	3.29	2.96		44.74	47.37		51.97	49.67	
Grade 8	5.99	7.51		33.45	43.00		60.56	49.49	
All Grades	4.42	4.36		35.51	42.95		60.07	52.68	

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:

It is important to note that due to the COVID-19 Pandemic, the CAASPP math, ELA, and science assessments were not administered during the 2019-20 and 2020-21 school years. When analyzing the data, the 2022 preliminary CAASPP scores will be compared to the 2018-19 school year assessment results. This analysis is based upon preliminary test scores from spring 2022 as official test scores are still pending.

Lopez Academy 6th grade students scoring met/exceeded on the CAASPP math test totaled 11%. This score was the same as the most recent assessment during the 2018-19 school year. Lopez Academy 7th grade students scoring met/exceeded on the spring 2022 CAASPP Math administration totaled 16% which is a 3% increase from the 2018-19 school year. 11% of Lopez Academy 8th graders scored met/exceeded on the CAASPP Math test which was a 2 percent decrease from the last administration.

While Lopez Academy grew slightly overall, we will continue to heavily focus on Mathematics. Our students are not performing where we expect them in the area of mathematics. When final state test results are released in fall of 2022, further analysis will be necessary to acquire data specific to subgroups of including English Learners, Special Education, Foster/Homeless, etc. Overall, Mathematics is a top area of focus at Lopez Academy as we strive to significantly increase the percentage of students scoring met/exceeded, particularly in 8th grade as students transition to high school.

GATE and honors students are clustered to ensure that they are challenged and continue to maintain or exceed the common core state standards.

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	1504.2	1518.7	1496.2	1498.4	1508.7	1491.9	1509.4	1528.3	1500.2	93	83	94
7	1514.3	1526.6	1510.0	1500.1	1518.0	1508.0	1528.0	1534.7	1511.5	99	76	96
8	1520.8	1543.4	1530.8	1503.0	1531.4	1527.4	1538.3	1554.9	1533.6	57	68	76
All Grades										249	227	266

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	*	10.84	6.25	40.86	48.19	43.75	36.56	32.53	26.25	17.20	8.43	23.75	93	83	80
7	13.13	7.89	10.00	42.42	43.42	28.89	30.30	35.53	41.11	14.14	13.16	20.00	99	76	90
8	*	7.35	12.50	45.61	52.94	36.11	28.07	33.82	40.28	*	5.88	11.11	57	68	72
All Grades	11.24	8.81	9.50	42.57	48.02	35.95	32.13	33.92	35.95	14.06	9.25	18.60	249	227	242

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	20.43	25.30	17.50	54.84	49.40	43.75	17.20	15.66	23.75	*	9.64	15.00	93	83	80
7	27.27	26.32	17.78	45.45	38.16	40.00	20.20	27.63	33.33	*	7.89	8.89	99	76	90
8	33.33	17.65	20.83	40.35	54.41	47.22	*	23.53	26.39	*	4.41	5.56	57	68	72
All Grades	26.10	23.35	18.60	47.79	47.14	43.39	18.47	22.03	28.10	7.63	7.49	9.92	249	227	242

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		1.20	6.25	16.13	34.94	13.75	41.94	42.17	43.75	41.94	21.69	36.25	93	83	80
7	*	2.63	2.22	23.23	25.00	17.78	39.39	50.00	40.00	27.27	22.37	40.00	99	76	90
8	*	7.35	5.56	29.82	38.24	31.94	31.58	41.18	31.94	22.81	13.24	30.56	57	68	72
All Grades	7.63	3.52	4.55	22.09	32.60	20.66	38.55	44.49	38.84	31.73	19.38	35.95	249	227	242

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	22.58	21.69	16.46	64.52	59.04	59.49	12.90	19.28	24.05	93	83	79
7	29.29	13.16	10.47	58.59	64.47	62.79	12.12	22.37	26.74	99	76	86
8	24.56	14.71	18.84	63.16	70.59	62.32	*	14.71	18.84	57	68	69
All Grades	25.70	16.74	14.96	61.85	64.32	61.54	12.45	18.94	23.50	249	227	234

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	35.48	32.53	40.00	59.14	55.42	47.50	*	12.05	12.50	93	83	80
7	39.39	39.47	48.89	55.56	53.95	44.44	*	6.58	6.67	99	76	90
8	47.37	41.18	43.66	45.61	54.41	50.70	*	4.41	5.63	57	68	71
All Grades	39.76	37.44	44.40	54.62	54.63	47.30	5.62	7.93	8.30	249	227	241

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	*	1.20	5.00	22.58	50.60	30.00	76.34	48.19	65.00	93	83	80
7	11.11	5.26	5.68	27.27	48.68	32.95	61.62	46.05	61.36	99	76	88
8	*	10.29	16.90	29.82	48.53	30.99	52.63	41.18	52.11	57	68	71
All Grades	8.84	5.29	8.79	26.10	49.34	31.38	65.06	45.37	59.83	249	227	239

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	*	27.71	11.25	89.25	68.67	76.25	*	3.61	12.50	93	83	80
7	12.12	2.63	3.41	81.82	92.11	82.95	*	5.26	13.64	99	76	88
8	19.30	2.94	1.45	77.19	94.12	88.41	*	2.94	10.14	57	68	69
All Grades	10.04	11.89	5.49	83.53	84.14	82.28	6.43	3.96	12.24	249	227	237

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:

It is important to note that the ELPAC test was not administered during the 2020-21 school year. The results within this analysis are based upon preliminary data from the 2022 test administration. Improving academic outcomes for English Learners was a top priority at Lopez Academy during the 2021-22 school year, and the preliminary results are showing significant growth.

Overall, 54 students at Lopez Academy scored a 4 overall (highest level) on the 2021-22 ELPAC assessment. This represents nearly one-quarter of the total EL student population at Lopez. In 6th grade, 58% of English Learners scored a level 3 or 4 which was slightly above the state average (57%) and slightly below the district average of 61%. Among 7th grade English Learners, 70% of students scored a level 3 or 4. This percent was well above the state (59%) and district (64%) average. 8th Grade English Learners showed the most progress with 75% scoring levels 3 or 4 which was well above the state (61%) and district (62%) averages.

While we are encouraged to see growth in our ELPAC scores, we remain heavily focused on improving the student outcomes for English Learner students. There is a particular focus on reclassifying 8th grade students prior to leaving for high school. The overall growth can be at least partially attributed to the schoolwide focus of “read, write, listen, speak, every period, every day.” This focus strives to increase student voice and writing within all classrooms. This literacy focus will continue for the 2022-23 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading 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, including the implementation of Professional Learning Communities
To provide professional development opportunities for teachers to enhance tier 1 instruction in all classrooms.
To identify essential standards, create rigorous pacing guides, and administer teacher created common assessments for ELA/Math/Science/Social Studies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	17% of Lopez Academy 6th Grade students scored "met or exceeded standards" on the 2022 CAASPP ELA Assessment (preliminary August 2022). 32% of Lopez Academy 7th Grade students scored "met or exceeded standards" on the 2022 CAASPP ELA Assessment (preliminary August 2022). . 31% of Lopez Academy 8th Grade students scored "met or exceeded standards" on the 2022 CAASPP ELA	25% of Lopez Academy 6th Grade students will score "met or exceeded standards" on the 2023 CAASPP ELA assessment. 40% of Lopez Academy 7th Grade students will score "met or exceeded standards" on the 2023 CAASPP ELA assessment. 39% of Lopez Academy 8th Grade students will score "met or exceeded standards" on the 2023 CAASPP ELA assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Assessment (preliminary August 2022).	
CAASPP Math Assessment	11% of Lopez Academy 6th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary August 2022). 16% of Lopez Academy 7th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary August 2022). 11% of Lopez Academy 8th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary August 2022).	19% of Lopez Academy 6th Grade students will score "met or exceeded standards" on the 2023 CAASPP Math assessment. 24% of Lopez Academy 7th Grade students will score "met or exceeded standards" on the 2023 CAASPP Math assessment. 19% of Lopez Academy 8th Grade students will score "met or exceeded standards" on the 2023 CAASPP Math assessment.
English Language Proficiency Assessment for California (ELPAC)	58% of Lopez Academy 6th Grade English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary August 2022). 70% of Lopez Academy 7th Grade English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary August 2022). 75% of Lopez Academy 8th Graders English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary August 2022).	65% of Lopez Academy 6th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment 77% of Lopez Academy 7th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment 82% of Lopez Academy 8th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment
STAR 360 Reading Assessment	43% of 6th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Reading Assessment	Current 6th grade cohort will have at least 50% of students score Proficient (level 3 or 4) on the final administration of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	49% of 7th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Reading Assessment 39% of 8th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Reading Assessment	the 2023 STAR Reading Assessment Current 7th grade cohort will have at least 56% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Reading Assessment Current 8th grade cohort will have at least 46% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Reading Assessment
STAR 360 Math Assessment	53% of 6th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Math Assessment 54% of 7th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Math Assessment 49% of 8th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Math Assessment	Current 6th grade cohort will have at least 60% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Math Assessment Current 7th grade cohort will have at least 61% of students score "Proficient (level 3 or 4) on the final administration of the 2023 STAR Math Assessment Current 8th grade cohort will have at least 56% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Math Assessment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional opportunities for teachers to support student progress towards grade level standards through extra hour teacher tutoring, clubs, enrichment, and parent trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,461	Title III 1000-1999: Certificated Personnel Salaries $2,000 (salary) $461 (certificated benefits)
49,220	LCFF - Intervention 1000-1999: Certificated Personnel Salaries $40,000 (salary) $9,220 (certificated benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide substitutes to allow for teacher release time during the regular school day for professional development, conferences, SST, collaboration/ curriculum planning, data analysis, etc. An effort will be made to hold SST/IEP meetings at times that do not require teachers to miss live classes when possible. SST serves as a Tier II support for at-risk students. Funds will also be used to provide district training/support for the Dual Language Program at Lopez Academy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,766	Title I 1000-1999: Certificated Personnel Salaries $12,000 (salary), $2,766 (certificated benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity pertains exclusively to English Learner students at Lopez Academy

Strategy/Activity

Provide an instructional assistant to specifically support English Learner students (including AVID Excel students).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,880	Title I 2000-2999: Classified Personnel Salaries $9,504 (salary) $ 3,376 (classified benefits)
20,649	LCFF - Intervention 2000-2999: Classified Personnel Salaries $15,237 (salary), $5,412 (classified benefits)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase new high interest reading books for the library with an emphasis on informational texts, but including all genres. Books will be at multiple grade levels to support students at all reading levels and varied interests. Purchased books will include titles in Spanish to support the Dual Language Instruction (DLI) Program at Lopez Academy which will includes all three grades during the 2022-23 school year. This goal is specifically supporting schoolwide implementation of the Renaissance Reading/Star 360 reading program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,911	Title I 4000-4999: Books And Supplies New books for library
2,000	Title III 4000-4999: Books And Supplies

	New Books to support ELD/Excel students

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide opportunities for conference and professional development for staff members

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,346	LCFF 5000-5999: Services And Other Operating Expenditures PD/Conferences/Virtual Trainings

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Instrument Repair to support Lopez Academy Focus on instrumental music

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF 5000-5999: Services And Other Operating Expenditures Instrument Repair

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide online subscriptions to educational applications including BrainPop, Newsela, Flocabulary

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title III 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses *specifically targeted for use with English Learner students
5,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

To pay the cost of publication recharges/Graphics to support in classroom materials, parent communication letters and packets,

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF 5700-5799: Transfers Of Direct Costs Publications/Graphics

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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Instructional materials to assist students in meeting the California State Standards and support Lopez subjects/PLC teams

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,622	LCFF 4000-4999: Books And Supplies Materials to support all content areas/PLC teams
3,177	Title III 4000-4999: Books And Supplies Instructional Materials exclusively for ELD and AVID Excel courses
15,000	LCFF 4000-4999: Books And Supplies Warehouse materials to support all content areas/PLC teams

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselors provide academic support and updates to students and families, with additional focus on ELL, Foster, and homeless students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

	1000-1999: Certificated Personnel Salaries Counselor 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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Additional hours support for classified personnel to support the instructional programs and parent communication

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,066	LCFF 2000-2999: Classified Personnel Salaries $3,000 (salary) $1066 (classified benefits) Clerical extra help
542	Title I 2000-2999: Classified Personnel Salaries $400 (salary) $142 (classified benefits) Paraeducator Extra Help
4,066	LCFF 2000-2999: Classified Personnel Salaries $3,000 (salary) $1,066 (classified benefits) Library Extra Help
551	LCFF 2000-2999: Classified Personnel Salaries $500 (salary) $51 (classified benefits) Clerical OT

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Technology/Computer programs to support individual student learning through programs including STAR 360, MyOn, Lexia, and ST Math as these programs play a key role in offering support and growth for students at their individual learning level. The district also provides the CANVAS platform for all staff and students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn, Lexia, ST Math, Canvas

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue Maintenance Agreements/Equipment Repairs/Service Fees

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
1,000	LCFF 5000-5999: Services And Other Operating Expenditures Services/Entry/Fees

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Lopez Academy Library/Media Tech supporting students in the library

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Position

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.

District Provided Teachers on Special Assignment (TOSAs) to support staff and students throughout the district

Strategy/Activity

District provides tech and English Learner TOSAs to support teacher implementation of best practices in the area of technology and English Language Acquisition

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Tech/EL TOSAs

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 Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

District provides board adopted curricular materials, textbooks, for all students and staff (including Dual Language Instructional Materials)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies District Adopted Materials

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

District provides Math Manager to support professional development opportunities for teachers and administrators in the area of math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager Salary

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.

Approximately 30 6th grade students

Strategy/Activity

Project based learning will be supported by the Youth Cinema Project (YCP) which collaborates with teachers and students to create a short film/movie

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 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.

30-40 Lopez Academy Students

Strategy/Activity

TRIO Program through California Lutheran University

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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.

10-20 students annually

Strategy/Activity

Lopez Academy Opportunity Classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

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.

Specifically targeted for use with English Learner students

Strategy/Activity

Conference/Professional Development regarding best instructional practices for English Learner studetns

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,500	Title III 5000-5999: Services And Other Operating Expenditures PD/Training

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

The school site goal for the 2021-2022 school year was "All students will reach high academic standards in reading and mathematics." Additional analysis will be provided when the CAASPP scores from spring 2022 are published.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Student intervention will continue to take place before school, during school, and after school for students that are struggling to meet the state standards. During the 2021-22 school year, many student clubs were added to campus while fewer interventions took place.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be fully analyzed when the spring 2022 CAASPP results are released. In addition to CAASPP results, we will also examine the data from our end of year STAR 360 assessments for Math and Reading.

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
To provide resources/support to students that need additional supports during distance learning and/or hybrid school setting
To provide ample incentives for students to keep them academically and socially engaged in learning, particularly during distance learning and/or hybrid school setting

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Final Suspension Data for 2021-22 school year will serve as baseline for this goal.	Decrease suspension rate by 2% for the 2022-23 school year.
Panorama Social-Emotional Survey	45% of Panorama Respondents report a strong sense of belonging (spring 2022 administration) 51% of Panorama Respondents report a strong teacher-student relationship (spring 2022 administration)	50% of Panorama respondents will report a strong sense of belonging (spring 2023 administration) 56% of Panorama respondents will report a strong teacher-student relationship (spring 2023 administration)
Attendance Data	Final attendance data for the 2021-22 school year will be the baseline for this goal.	The number of students with Chronic Absenteeism will decline by 4% for the 2022-23 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Social-Emotional Survey	92% of students took the Panorama test during the spring 2021-22 school year.	95% of all students will take the Panorama Survey during each testing window. Administrators, Counselors, teachers, and other support personnel will utilize the results to create meaningful interventions and supports for students in need of additional resources.

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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue implementation of the PBIS/STOIC and Restorative Justice model both in the classroom and throughout the campus, with the PBIS Committee identifying next steps for school-wide CHAMPS and restorative justice strategies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase individual and schoolwide incentive materials (t-shirts, spirit wear, etc) to encourage and incentivize students to stay engaged academically and socially

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	LCFF 4000-4999: Books And Supplies Student Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Counselor extra hours to support students academic and social-emotional well being outside of the school day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,076	LCFF 1000-1999: Certificated Personnel Salaries

	$2,500 (salary) $576 (certificated benefits) Counselor Extra Hours

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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Form a collaborative team including certificated, classified, and administrators to develop and implement elements of the yearly School Safety Plan/Emergency Drills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide custodial overtime/extra hours to assist in maintaining a clean and welcoming campus environment for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
551	LCFF 2000-2999: Classified Personnel Salaries $500 (salary) $51 (classified benefits)

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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional hours for campus assistants to assist in providing students with a safe and welcoming campus environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,066	LCFF 2000-2999: Classified Personnel Salaries $3,000 (salary) $1,066 (classified benefits)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

District provides 2 full time counselors for Lopez Academy. Counselors support the academic and social-emotional learning of students. Counselors also facilitate the Panorama Survey throughout the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselor Salaries: see goal 1, strategy 11

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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students. Also, Lopez Academy families

Strategy/Activity

District provides Outreach Specialist (ORC) that collaborates with office staff, school staff, and families to provide support., including attendance monitoring, home visits, and coordinating the COST/SST Process.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 ORC Salary

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students. Also, Lopez Academy families

Strategy/Activity

Provide meaningful, content linked fieldtrip transportation for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,922	LCFF 5000-5999: Services And Other Operating Expenditures Funding for fieldtrip transportation

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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students. Also, Lopez Academy families

Strategy/Activity

Continue to offer ongoing professional development in the area of culturally relevant teaching practices/strategies for classified/certificated staff members.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional Cost if conducted by site/district

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 second goal in this plan addresses the social-emotional and health of our Lopez Academy students. Due to the COVID 19 Pandemic attendance data is not a fully accurate measurement of the effectiveness of this goal. In addition to attendance, suspension rates will be examined for the 2021-22 school year. Furthermore, all Lopez students will take the Panorama Survey at least three times during the 22-23 school year and the data will be analyzed to draw conclusions and prescribe next steps for our campus. Panorama data was used throughout the 2021-22 school year to identify areas of social emotional need for students, as well as identify specific students in need of individual supports.

Chronic Absenteeism has been a concern at Lopez Academy for a number of years. Due to the COVID 19 Pandemic, chronically absent rates were higher during the 2020-21 and 2021-22 school years than other years. With that said, our attendance team (ORC, Attendance Tech, counselors, administration) will continue to conduct home visits and address unnecessary and unexcused absences throughout the 2022-23 school year to help maximize student attendance.

These Lopez academy activities align with the newly adopted OSD student profile. The OSD student profile displays the traits and skills that students should demonstrate upon promoting from 8th grade in the Oxnard School District.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the onset of distance learning in March 2020, data is not currently available to measure official attendance and suspension data accurately for the 2020-21 school year. The budget expenditures were consistent with what was planned.

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.

Due to the pandemic, attendance rates were low during the 2020-21 school year. Out of school suspensions were very low, largely due to the fact that students were in the distance learning model for most of the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children
To effectively communicate regularly with parents, including verbal translation as needed for conferences, parent workshops, parent-teacher meetings, etc.
To provide ongoing parent trainings throughout the school year to assist parents in effectively navigating the challenges of middle school with their student
To offer parent trainings, particularly in the first trimester of the school year, to support parents during distance/hybrid learning models.
To regularly produce parent updates (print and video)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at Fall Conferences	According to teachers, parent attendance at conferences was approximately 80% for the fall 2021 virtual conferences	Maintain or increase the percentage of parents participating in parent conferences for the fall 22-23 school year (virtual or in-person)
Average Attendance at ELAC	ELAC averaged 16 parents in attendance for the 2021-22 school year	ELAC will maintain or increase attendance to an average of at least 16 parents for the 2022-2023 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide verbal translation as necessary to encourage parent participation on campus, including Back to School Night, Open House, ELAC, SSC, student conferences, and all other oportunities for parent communication.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,033	Title I 2000-2999: Classified Personnel Salaries $1,500 (salary), $533 (classified benefits) Verbal Translation

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 Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

The Social Media team will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Lopez. Social media accounts include Facebook, Twitter, Instagram, and our school YouTube channel.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Invite parents to attend parent/teacher conferences in November and February to discuss student progress and review promotion criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Hold Title 1/parent meetings to inform stakeholders about Title 1 funding and how it is utilized to support students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates, opportunities for parent involvement in high school, and A-G requirements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Additional hours for the Outreach Specialist to work with families for parent workshops, address chronic absenteeism, conduct home visits, and other parent training activities throughout the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,102	LCFF 2000-2999: Classified Personnel Salaries $1,000 (salary) $102 (classified benefits) Extra Hours Outreach Specialist

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 Lopez Academy parents/guardians

Strategy/Activity

Promote/encourage parent participation in the district wide Project 2 Inspire trainings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Project 2 Inspire

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 Lopez Academy stakeholders including school staff, students, and parents/guardians

Strategy/Activity

Continue to provide collaborative meetings with stakeholders through ELAC, SSC, and other formats. These meetings will be held virtually to allow for participation during COVID 19.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 11

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 Lopez Academy parents/guardians

Strategy/Activity

Continue a 5 hour bilingual office assistant to assist with contacting parents, assisting with home visits, and helping foster effective communication between the school and Lopez Academy students/families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37,471	Title I 2000-2999: Classified Personnel Salaries $27,650 (salary), $9,821 classified benefits

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.

Goal three in the 2021-22 SPSA stated, "Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth." The activities in this goal were carried out last year including a number of parent workshops, updating of student-parent compact., and multipole high school information nights. Lopez also continued with student conferences and had a strong turnout. The outreach specialist met frequently with parents to discuss additional wrap-around services and supports for students and families in need. PTA, ELAC, and SSC meetings were held with consistent attendance. It is important to note that all parent meetings were held virtually during the 2021-22 school year do to the COVID 19 Pandemic.

During this school year, we will continue to offer parents a variety of different opportunities to be meaningfully involved with their child's academic and social growth at Lopez Academy. This will

include structured meetings like Back to School Night, fall and spring conferences, as well as other parent and family training opportunities. We will also continue to help facilitate meetings to assist students and families transition from 8th grade to high school. We are committed to making parents feel like they are welcomed and valued on our campus. This also includes regularly communicating with parents about important events and opportunities on our campus and within the Oxnard School District.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as planned for the 2021-2022 school year, but it is important to note that most activities were held virtually through zoom. Additional OUHSD information and parent sessions were provided in the spring of 2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent participation remains a strong focus area at Lopez and within the Oxnard School District. All of the previous activities will continue, with additional parent opportunities provided for this year. Funding has been set aside for ample verbal translation as necessary for school events, parent workshops, and whenever needed. The school team will continue to post on social media to expose parents and community members to what is happening at Lopez Academy. We have increased our social media presence as we are now on Facebook, Twitter, Instagram, and YouTube. As additional funding becomes available, school site council will continue to explore other strategies to involve parents at Lopez.

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	$108,239.00
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	$273,978.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$74,603.00
Title III	$24,138.00

Subtotal of additional federal funds included for this school: $98,741.00

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	$105,368.00
LCFF - Intervention	$69,869.00

Subtotal of state or local funds included for this school: $175,237.00

Total of federal, state, and/or local funds for this school: $273,978.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	74,603.00	0.00
Title III	24,138.00	0.00
LCFF	105,368.00	0.00
LCFF - Intervention	69,869.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	105,368.00
LCFF - Intervention	69,869.00
Title I	74,603.00
Title III	24,138.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,076.00
2000-2999: Classified Personnel Salaries	LCFF	14,402.00
4000-4999: Books And Supplies	LCFF	65,622.00
5000-5999: Services And Other Operating Expenditures	LCFF	14,268.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	49,220.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	20,649.00
1000-1999: Certificated Personnel Salaries	Title I	14,766.00

2000-2999: Classified Personnel Salaries	Title I	52,926.00
4000-4999: Books And Supplies	Title I	6,911.00
1000-1999: Certificated Personnel Salaries	Title III	2,461.00
4000-4999: Books And Supplies	Title III	5,177.00
5000-5999: Services And Other Operating Expenditures	Title III	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	212,757.00
Goal 2	20,615.00
Goal 3	40,606.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dr. Scott Carroll	Principal
Eric Steiner	Classroom Teacher
Dr. Alberto Hananel	Classroom Teacher
Lauren Mendez	Classroom Teacher
Kimberlee Ramirez	Other School Staff
Zachary Wentz	Parent or Community Member
Jessica Vargas	Parent or Community Member
Marisela Alvarez	Parent or Community Member
Maria Elena Gonzalez	Parent or Community Member
Elias Espinoza	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/28/2021.

Attested:

Principal, Dr. Scott Carroll on June 30, 2022

SSC Chairperson, Lauren Mendez on June 30, 2022

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Attested:

Principal, Dr. Scott Carroll on June 30, 2022

SSC Chairperson, Lauren Mendez on June 30, 2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Marina West Elementary School	56725386055347	June 6, 2022	August 24, 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.

Marina West School will focus on teaching and learning to successfully meet the needs of all students. Our goal is provide students a rigorous learning environment that will enable each student at Marina West to reflect the traits of the Oxnard School District's Student Profile:
* Confident and solution oriented, able to demonstrate a growth mindset and be able to advocate for themselves and others
* Collaborative learners able to communicate and learn with and through others
* Creative writers, successful readers and mathematical thinkers
* High School, college and career ready
* Technologically, artistically, academically, and linguistically prepared to succeed and lead
* Compassionate, multilingual, multicultural, and global thinkers
* Able to demonstrate their knowledge on state and local measures in all academic areas

This will be accomplished through an intentional focus on providing our students with a challenging academic program by emphasizing full implementation of Common Core State Standards (CCSS). There is an emphasis on technology through the implementation of 1:1 devices for all students in grades TK-5, including supporting instructional apps and programs such as Lexia, ST Math and Star assessments. We will use the disitrct-adopoted curricula of World of Wonders (TK), Wonders (K-5), My Math and Twig Science (social science will be piloted in 22-23). In addition, we implement several intervention programs to support students. These include PALS, SIPPS, Teacher Directed Instruction K-3, Reading Horizons, Wonderworks, and Read Naturally. The teaching staff at Marina

West is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. Our teaching staff is collaboratively teaming in Language Arts and ELD to meet the individual needs of our student population. Teachers focus on data driven instruction, assess students regularly to monitor student growth in the core areas and meet to analyze student data results after the assessments to plan instruction and student interventions. Marina West will focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Marina West maintains continual communication with all stakeholders through SSC, ELAC, Title I meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, ConnectED, PeachJar, marquee messages, school website and Twitter.

Our strand focus is environmental science and creative arts. When you visit classrooms at Marina West, you will see us intentionally fostering skills essential for environmental scientists such as teamwork, problem solving, an investigative mind, observation skills, critical thinking, and innovative thinking. These skills are woven throughout and strengthened across disciplines. All grades have the opportunity to rotate through the STEAM lab on a weekly basis to strengthen not only science but technology, engineering, art, and mathematics. Teachers make use of varied activities to engage students and creatively foster our students' imaginations.

Two significant subgroups at Marina West are English learners and special education students. To continue making progress, the administrator will keep staff up to date on the ELD framework and encourage the integration of ELD standards into all academic areas. Students will be placed in ELD groups based on data and provided with daily English language development instruction. Equally important, the Principal will identify areas of improvement in the ELD program and provide teachers with PD in ELD strategies as needed. To meet the needs of our special education students, we will be focusing on student outcomes and ensuring we target their IEP goals.

Marina West Mission: At Marina West School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum, requiring critical thinking and the use of educational technology in a safe learning environment. We believe students should be actively involved in a respectful, caring, cohesive educational community.

Marina West Vision: At Marina West, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one’s academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom walkthroughs were conducted at least 1-2 times per month per classroom to understand the climate of the school and provide specific feedback to teachers regarding instruction. Based on current walkthrough observations, an area we need to augment is consistent use of instructional strategies such as differentiation, class discussions, cooperative learning and Think-Pair-Share. Instructional strategies are key to reaching all levels of learners. Teachers will be addressing and monitoring the effectiveness of best instructional strategies during grade level PLC 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)

Through grade level Professional Learning Communities (PLCs), teachers analyzed and interpreted data through the use assessment tools and made instructional plans to improve student achievement. The following assessment tools were used: Star Early Literacy, Star Math and Star Reading, ELPAC, CAASPP, Interim Assessment Blocks (IABs), curriculum benchmarks, and writing assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers met bi-weekly in PLCs. Student progress was monitored through curriculum and Star assessments. Student instructional groups for UA, ELD, and ELA teaming, Tier 1 and Tier 2 interventions were determined for reflection on current instructional strategies and interventions. Data from Star, IAB's, and curriculum assessments served for discussions and need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers attend bi-weekly collaboration and planning meetings after school on Tuesdays. All grade level teams will continue to collaborate and discuss first instruction; data; reflect on teacher practices; monitor student progress towards mastery of grade level standards in English Language Arts, Mathematics and English Language Development standards, intervention and enrichment opportunities during scheduled PLC meetings.

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 Board 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)

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level and provided with daily English language development instruction. Teachers meet in grade level teams to determine student needs and adjust instruction. The Student Study Team process is used to identify and monitor students at risk. A district funded Literacy Intervention Teacher (LIT) provides daily reading intervention for Kindergarten through Second grade students that have been identified as below grade level in reading. Universal Access time is supplemental instruction that is scheduled for those students who are not meeting benchmark/standards in grades 1st through 5th with designated times that allow for grouping and teaming.

Evidence-based educational practices to raise student achievement

The staff at Marina West will provide standards based instruction, small group and scaffolded instruction, through Professional Learning Communities staff will collaborate bi-weekly across grade level teams to analyze data and teaching practices to improve student achievement across all areas.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Marina West, we provide many opportunities for parent engagement throughout the year. We believe parents are essential to strengthening the home-school partnership. We invite parents to attend Family Nights focused on Literacy, Mathematics, Science and Technology. We invite parents to attend Parent-Teacher conferences to discuss student progress, strengths, and ways to support each student. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings with parents are held to review progress toward meeting goals. We encourage parents to become active members of our ELAC, SSC, PTA, and Coffee with the Principal. We invite parents to attend parent education, such as Project to Inspire. Our PTA will provide parents the opportunity to participate in fundraising activities to enhance and support school programs at Marina West. Other opportunities to participate are through Back to School night, Winter Program, Spring Art Program, and trimesterly awards ceremonies in which we recognize students and invite parents to attend. All parents are invited to at least one parent conference throughout the year. Some of these activities are held virtually and others in person.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Marina West will continue to prioritize parent involvement during the 2022-23 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our School Plan for Student Achievement. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent-Teacher Association are elected on a regular basis (to fill any vacant positions). Bylaws govern the protocols and decision-making process for each of these committees to ensure that annual goals and fiscal spending are centered on student achievement. Throughout the 2022-23 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a bi-weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We understand the importance of parent engagement and its connection to academic achievement for Marina West students. Our Outreach Consultant and Counselor will make themselves available to our families in cases in which families need any social-emotional support, assistance with basic needs for their students, and translation will be provided for any parent meeting, especially parents of English learners when needed. Examples of services that will be funded by Title I and Title III which will enable English learners and under performing students to meet the standards are: STEAM Lab, intervention tutoring - before and after school, staff teaming and collaboration, substitutes for grade level collaborations, SST/IEP meetings, and ORC Parent Nights.

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 (English learners) to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Committee, Title 1, and "Coffee with the Principal", during which parents receive information and have input into critical decisions. The School Leadership Team and school Principal work together in writing, planning and updating the SPSA. The English Learner Advisory Committee provided input and feedback to the School Site Council. School Site Council reviewed and updated the SPSA before approving the SPSA at its June 6, 2022 meeting. Constant review of district data through Star and CAASPP results were used in guiding the direction and allocation of funds to support student success. Input for this School Plan was provided between May-June, 2022.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the 2021-22 school year, resource inequities were due to staffing shortages. We have a literacy resource teacher on site to support underperforming students. Due to a substitute shortage in the district and county, she was pulled to substitute in classrooms several times. As a result, she was unable to support students consistently. Individual Student Monitoring Conferences with teachers were planned and scheduled to occur at least twice this school year. However, due to substitute teacher shortages, they were cancelled. Lastly, special education students in classes designated to have paraeducator support had no paraeducator available to support. For several months, the positions were unable to be filled.

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%	0%	%	0	0	
African American	2.67%	2.2%	%	15	12	
Asian	0%	0%	%	0	0	
Filipino	0.36%	0.6%	%	2	3	
Hispanic/Latino	91.81%	91.6%	%	516	491	
Pacific Islander	0.18%	0.4%	%	1	2	
White	3.74%	3.7%	%	21	20	
Multiple/No Response	1.25%	1.5%	%	7	8	
			Total Enrollment	562	536	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	101	92	
Grade 1	81	79	
Grade 2	101	83	
Grade3	88	96	
Grade 4	105	90	
Grade 5	86	96	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	562	536	

Conclusions based on this data:

Student enrollment has decreased due to a variety of factors, which may include the high cost of living in our area and pandemic challenges. Most student groups at Marina West declined. The largest group represented at Marina West are Hispanic/Latino with over 91%. We also have other groups represented in smaller numbers: white-

3.74%, African American- 2.2, Filipino- 0.6%, Pacific Islander- 0.4% and multiple/no response at 1.5%. At Marina West, we recognize we have diverse classrooms and build on students' individual and cultural experiences and their prior knowledge. Teachers ensure that their lessons promote equity and inclusivity in the classroom. Some culturally responsive strategies which have been observed are: activating prior knowledge, making learning contextual, and presenting content in multiple forms. Our Outreach Coordinator supports by monitoring student attendance, focusing on our sub-group attendance, and reaching out to families.

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	304	259	234	51.1%	46.1%	43.7%
Fluent English Proficient (FEP)	38	59	48	6.4%	10.5%	9.0%
Reclassified Fluent English Proficient (RFEP)	31	50	15	9.9%	16.4%	5.8%

Conclusions based on this data:

Marina West had a significant decrease in reclassified students in 20-21 compared to the previous year. It is likely due to the challenges created by distance learning the previous year. The number of English learners and Fluent English Proficient students decreased in 20-21 also. It could be due to declining enrollment at the school level. We will continue to monitor English learners and ensure there is a designated ELD block with instruction focused on each student's language proficiency level and integrated ELD throughout the disciplines. We will continue to use Title III funds to provide after-school tutoring to English Learners to help increase student achievement.

School and Student Performance Data

Star Early Literacy

Marina West Elementary School											
		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
Grade K	77	29	38%	12	16%	9	12%	27	35%	2	746
Grade 1	65	22	34%	10	15%	5	8%	28	43%	3	805
Grade 2	17	17	100%	0	0%	0	0%	0	0%	1	731

Conclusions based on this data:

Star Early Literacy average scores indicate most Kindergarteners, first, and second grade students tested are late emergent readers. These students are beginning to read basic picture books, build their vocabularies and understand print. They will benefit from targeted support in small groups to focus on specific skills during UA time, Literacy Intervention teacher, and paraeducator support. Second grade seems to be the grade that needs the most support with 100% of students needing intervention beyond tier one instruction. Second graders take the Star Reading and those that fall below the anticipated score, then take the Star Early Literacy to pinpoint the areas they need support with. This explains why there were only 17 second graders who took the Early Literacy test. Results for the 17 students show a significant need for targeted extra support. First grade is next with 42% of 65 students needing intervention, followed by Kindergarten with 50% of 77 needing intervention in foundational skills.

School and Student Performance Data

Star Reading

Marina West Elementary School											
		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 2	69	35	51%	17	25%	13	19%	4	6%	1	875
Grade 3	61	25	41%	15	25%	15	25%	6	10%	1	941
Grade 4	86	57	66%	12	14%	13	15%	4	5%	1	932
Grade 5	31	19	61%	8	26%	4	13%	0	0%	1	938

Conclusions based on this data:

Based on Star Reading data, the grade level that is furthest from expected benchmarks is grade 5. 74% of tested fifth graders are needing intervention. The average reading level for a fifth grader is 2.1 (beginning grade 2.) This means most fifth graders are reading about 3 grade levels below the expected benchmark. The grade that will likely close the achievement gap with rapid and targeted intervention is grade 2. 47% needs intervention, 14% are on watch and 38% are at or above. The average reading level for second grade is 2.5. The average reading level for third grade is 2.4, about 8 months below the target. The average reading level for grade is 1.9, about two years below the expected benchmark. In summary, grades 4 and 5 need the most intense and targeted intervention. The deficits are significant and likely vary from decoding to comprehension. Grade 2 and 3 have the smallest gap to close. An intentional focus on decoding, multisyllabic words and high frequency words will help bridge the gaps and improve literacy.

School and Student Performance Data

Star Math

Marina West Elementary School											
		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 1	63	22	35%	23	37%	14	22%	4	6%	2	832
Grade 2	77	40	52%	20	26%	14	18%	3	4%	1	876
Grade 3	73	34	47%	18	25%	19	26%	2	3%	1	934
Grade 4	83	52	63%	19	23%	11	13%	1	1%	1	945
Grade 5	25	17	68%	8	32%	0	0%	0	0%	1	953

Conclusions based on this data:

Star Math results indicate all grades are showing that 37% or more students in each grade need additional support. Grades 3 and 4 are showing 60% and 68% respectively. The Grade 3 average is about 8 months behind the expected benchmark while grade 4 is two years below the expected benchmark. After grades 3 and 4, grade 5 is another grade level that needs targeted intervention as they have 42% needing intervention and are 2.4 years below the expected benchmark. For the lower grades, it will require lots work in number sense while in the upper grades, it will require number sense but a special focus on automaticity with multiplication, multi-step problems, and word problems. The focus will be on addressing review and extra support in smaller UA groups and tutoring.

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 3	100	110		99	110		99	110		99	100	
Grade 4	77	86		76	86		76	86		98.7	100	
Grade 5	104	76		104	76		104	76		100	100	
All Grades	281	272		279	272		279	272		99.3	100	

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	2383.	2386.		11.11	10.00		20.20	17.27		24.24	33.64		44.44	39.09	
Grade 4	2365.	2388.		3.95	3.49		10.53	12.79		15.79	18.60		69.74	65.12	
Grade 5	2432.	2442.		3.85	6.58		15.38	19.74		25.00	22.37		55.77	51.32	
All Grades	N/A	N/A	N/A	6.45	6.99		15.77	16.54		22.22	25.74		55.56	50.74	

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 3	13.13	10.00		48.48	50.91		38.38	39.09	
Grade 4	2.63	3.49		40.79	44.19		56.58	52.33	
Grade 5	8.65	17.11		39.42	30.26		51.92	52.63	
All Grades	8.60	9.93		43.01	43.01		48.39	47.06	

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	11.11	6.36		31.31	53.64		57.58	40.00	
Grade 4	7.89	4.65		30.26	41.86		61.84	53.49	
Grade 5	6.73	9.21		45.19	51.32		48.08	39.47	
All Grades	8.60	6.62		36.20	49.26		55.20	44.12	

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	8.08	9.09		63.64	62.73		28.28	28.18	
Grade 4	3.95	6.98		55.26	51.16		40.79	41.86	
Grade 5	2.88	5.26		50.96	60.53		46.15	34.21	
All Grades	5.02	7.35		56.63	58.46		38.35	34.19	

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	12.12	14.55		51.52	48.18		36.36	37.27	
Grade 4	2.63	6.98		34.21	37.21		63.16	55.81	
Grade 5	7.69	15.79		42.31	39.47		50.00	44.74	
All Grades	7.89	12.50		43.37	42.28		48.75	45.22	

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:

Marina West's CAASPP English language arts data shows that 3rd grade increased from the 2018-19 test cycle from 27% to 29% meeting or exceeding standards, 4th grade decreased from 15% to 11%, and 5th grade declined from 25% to 23%. The drop can be attributed to the previous year of distance learning. Not having students in the classroom for in person learning did not yield the same results seen in prior years. At Marina West, we are focusing on ensuring students are provided with multiple opportunities to develop literacy and intervene with additional support as needed through UA groups, tutoring, literacy intervention specialist and paraeducator support.

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 3	100	110		99	110		99	110		99	100	
Grade 4	77	86		77	86		77	86		100	100	
Grade 5	104	76		103	76		103	76		99	100	
All Grades	281	272		279	272		279	272		99.3	100	

* 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	2386.	2404.		4.04	15.45		16.16	20.00		32.32	26.36		47.47	38.18	
Grade 4	2387.	2397.		1.30	2.33		9.09	6.98		29.87	38.37		59.74	52.33	
Grade 5	2428.	2428.		4.85	5.26		3.88	9.21		25.24	22.37		66.02	63.16	
All Grades	N/A	N/A	N/A	3.58	8.46		9.68	12.87		29.03	29.04		57.71	49.63	

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	10.10	30.00		28.28	28.18		61.62	41.82	
Grade 4	5.19	3.49		27.27	18.60		67.53	77.91	
Grade 5	4.85	6.58		17.48	19.74		77.67	73.68	
All Grades	6.81	15.07		24.01	22.79		69.18	62.13	

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	10.10	20.00		36.36	46.36		53.54	33.64	
Grade 4	2.60	3.49		35.06	34.88		62.34	61.63	
Grade 5	5.83	6.58		30.10	43.42		64.08	50.00	
All Grades	6.45	11.03		33.69	41.91		59.86	47.06	

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	6.06	18.18		53.54	41.82		40.40	40.00	
Grade 4	7.79	4.65		25.97	32.56		66.23	62.79	
Grade 5	3.88	3.95		38.83	36.84		57.28	59.21	
All Grades	5.73	9.93		40.50	37.50		53.76	52.57	

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:

Marina West's CAASPP math data shows 3rd grade decreased from 35 to 23% of students met or exceeded standards, 4th grade had no change from the 2018-19 data, and 5th grade decreased from 14% to 3%. As with English language arts, the decline can be attributed to the prior year students distance learning schooling. Not having students receiving instruction at school, in person was not as effective. During the 2021-22 school year, teachers found they needed to fill in gaps and accelerate learning. For the 2022-23 school year, we plan on addressing teaching and learning in mathematics with an intense focus on essential grade level standards, having students work collaboratively, and in small groups.. Our goal is to continue to make growth across all sub-groups.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1426.4	1402.1	1406.5	1433.2	1413.0	1421.8	1410.3	1376.5	1370.9	63	54	29
1	1448.4	1440.4	*	1462.1	1443.2	*	1434.2	1437.1	*	65	57	*
2	1483.6	1477.2	1469.7	1487.5	1480.4	1470.9	1479.2	1473.6	1468.0	68	61	31
3	1489.7	1473.6	1479.8	1480.3	1467.2	1475.8	1498.6	1479.4	1483.1	55	36	50
4	1485.4	1492.1	1498.4	1479.2	1483.6	1503.1	1491.1	1500.1	1493.1	20	36	45
5	1520.6	1515.3	1503.3	1510.2	1505.5	1498.4	1530.2	1524.5	1507.9	17	15	28
All Grades										288	259	186

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	22.22	5.56	3.45	36.51	35.19	34.48	33.33	42.59	48.28	*	16.67	13.79	63	54	29
1	29.23	8.77	*	35.38	28.07	*	*	40.35	*	23.08	22.81	*	65	57	*
2	44.12	8.20	6.45	35.29	52.46	45.16	*	31.15	32.26	*	8.20	16.13	68	61	31
3	*	0.00	2.04	54.55	36.11	44.90	23.64	38.89	36.73	20.00	25.00	16.33	55	36	49
4		5.56	9.09	*	44.44	40.91	*	30.56	36.36	*	19.44	13.64	20	36	44
5	*	6.67	3.70	*	33.33	37.04	*	60.00	40.74		0.00	18.52	17	15	27
All Grades	23.26	6.18	5.46	41.67	39.00	40.44	21.18	38.22	38.25	13.89	16.60	15.85	288	259	183

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	31.75	9.26	3.45	33.33	35.19	48.28	25.40	37.04	41.38	*	18.52	6.90	63	54	29
1	47.69	14.04	*	26.15	33.33	*	*	36.84	*	*	15.79	*	65	57	*
2	61.76	24.59	25.81	25.00	49.18	38.71	*	19.67	22.58	*	6.56	12.90	68	61	31
3	29.09	16.67	20.41	36.36	36.11	42.86	*	27.78	18.37	*	19.44	18.37	55	36	49
4	*	13.89	31.82	60.00	52.78	45.45	*	22.22	18.18	*	11.11	4.55	20	36	44
5	*	13.33	18.52	*	66.67	59.26	*	20.00	11.11		0.00	11.11	17	15	27
All Grades	42.36	15.83	21.31	32.29	42.47	45.90	15.63	28.57	21.31	9.72	13.13	11.48	288	259	183

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	22.22	0.00	3.45	19.05	31.48	10.34	52.38	50.00	51.72	*	18.52	34.48	63	54	29
1	23.08	7.02	*	24.62	17.54	*	21.54	36.84	*	30.77	38.60	*	65	57	*
2	33.82	3.28	9.68	30.88	47.54	35.48	*	27.87	32.26	23.53	21.31	22.58	68	61	31
3	*	0.00	0.00	36.36	25.00	12.24	32.73	38.89	65.31	29.09	36.11	22.45	55	36	49
4		5.56	2.27	*	25.00	18.18	*	38.89	40.91	*	30.56	38.64	20	36	44
5	*	0.00	0.00	*	20.00	11.11	*	80.00	59.26	*	0.00	29.63	17	15	27
All Grades	19.10	3.09	3.28	28.82	29.73	16.94	30.21	40.54	50.27	21.88	26.64	29.51	288	259	183

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	38.10	7.41	3.45	52.38	70.37	89.66	*	22.22	6.90	63	54	29
1	46.15	33.33	*	41.54	52.63	*	*	14.04	*	65	57	*
2	55.88	44.26	32.26	41.18	50.82	54.84	*	4.92	12.90	68	61	31
3	27.27	16.67	14.29	58.18	72.22	69.39	*	11.11	16.33	55	36	49
4	*	13.89	25.00	55.00	75.00	65.91	*	11.11	9.09	20	36	44
5	64.71	6.67	11.54	*	86.67	80.77	*	6.67	7.69	17	15	26
All Grades	42.71	23.94	18.13	47.22	63.71	70.88	10.07	12.36	10.99	288	259	182

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	34.92	16.67	24.14	52.38	62.96	48.28	*	20.37	27.59	63	54	29
1	52.31	5.26	*	36.92	71.93	*	*	22.81	*	65	57	*
2	63.24	21.31	22.58	30.88	67.21	58.06	*	11.48	19.35	68	61	31
3	40.00	22.22	29.79	38.18	52.78	51.06	21.82	25.00	19.15	55	36	47
4	*	25.00	38.10	*	63.89	59.52	*	11.11	2.38	20	36	42
5	*	53.33	51.85	*	40.00	40.74		6.67	7.41	17	15	27
All Grades	47.92	19.31	32.96	40.28	63.32	51.96	11.81	17.37	15.08	288	259	179

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	17.46	0.00	3.45	76.19	83.33	79.31	*	16.67	17.24	63	54	29
1	35.38	19.30	*	30.77	36.84	*	33.85	43.86	*	65	57	*
2	42.65	8.20	25.81	29.41	65.57	51.61	27.94	26.23	22.58	68	61	31
3	*	0.00	0.00	61.82	58.33	65.31	34.55	41.67	34.69	55	36	49
4		2.78	4.65	55.00	63.89	53.49	*	33.33	41.86	20	36	43
5	*	6.67	7.41	76.47	73.33	59.26	*	20.00	33.33	17	15	27
All Grades	23.26	6.95	7.69	50.69	62.16	60.99	26.04	30.89	31.32	288	259	182

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	52.38	31.48	17.24	36.51	42.59	37.93	*	25.93	44.83	63	54	29
1	*	3.51	*	61.54	70.18	*	24.62	26.32	*	65	57	*
2	36.76	4.92	6.45	50.00	75.41	58.06	*	19.67	35.48	68	61	31
3	20.00	11.11	8.16	54.55	69.44	73.47	25.45	19.44	18.37	55	36	49
4	*	8.33	4.88	75.00	58.33	78.05	*	33.33	17.07	20	36	41
5	*	13.33	0.00	64.71	80.00	74.07		6.67	25.93	17	15	27
All Grades	29.86	11.97	7.22	53.13	64.48	65.56	17.01	23.55	27.22	288	259	180

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:

Based on the 2022 summative ELPAC, Marina has 31 students who scored at the level 4 Bridging category. These 31 students are reclassification candidates for the 2022-23 school year. We will continue our focus on developing language with all English learners by ensuring there is a dedicated and protected block of time for designated ELD and continue to deliver integrated ELD lessons across all disciplines. Currently, we have 46 students at the Expanding level and 28 at the Emergent level between grades 2 - 5.

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 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	2021-22 CAASPP Data by Grade Level Percentage of students scoring at "Met Standard" or "Exceeded Standard" : 3rd Grade Students: 29% 4th Grade Students: 11% 5th Grade Students: 23%	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2022-23 CAASPP assessment data will increase by 10% in each grade level. 39% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" 21% of current 4th Grade students will score "Met Standard" or Exceeded Standard" 33% of current 5th Grade students will score "Met Standard" or Exceeded Standard"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessment	2021-22 CAASPP Data by Grade Level Percentage of students scoring at "Met Standard" or "Exceeded Standard" : 3rd Grade Students: 23% 4th Grade Students: 8% 5th Grade Students: 3%	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2022-23 CAASPP assessment data will increase by 10% in each grade level. 33% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" 18% of current 4th Grade students will score "Met Standard" or Exceeded Standard" 13% of current 5th Grade students will score "Met Standard" or Exceeded Standard"
Star Early Literacy and Star Reading Assessment	Spring 2022 Star 360 Baseline Data by Grade Level Scoring At/Above District Benchmark Early Literacy: Kindergarten Students: 26% 1st Grade Students: 27% Star Reading: 1st Grade Students: 40% 2nd Grade Students: 34% 3rd Grade Students: 47% 4th Grade Students: 26% 5th Grade Students: 31%	The number of students scoring At/ Above Benchmark based on Spring 2022 STAR 360 assessment data will increase by 5% in each grade level by January 2023, 10% by the end of the year. 31% of Kindergarten students will score At/Above district benchmark in Early Literacy by January 2023; 36% by May 2023. 45% of 1st Grade students will score At/Above district benchmark in Star Reading by January 2023 ; 50% by May 2023. 45% of 2nd Grade students will score At/Above district benchmark by January 2023 ; 50% by May 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		52% of 3rd Grade students will score At/Above district benchmark by January 2023 ; 57% by May 2023. 31% of 4th Grade students will score At/Above district benchmark by January 2023; 36% by May 2023. 36% of 5th Grade students will score At/Above district benchmark by January 2032; 41% by May 2023.
Star Math Assessment	Spring 2022 Star 360 Math Baseline Data by Grade Level Scoring At/Above District Benchmark 1st Grade Students: 52% 2nd Grade Students: 41% 3rd Grade Students: 42% 4th Grade Students: 28% 5th Grade Students: 49%	The Number of students scoring At/ Above Benchmark based on Spring 2022 STAR 360 assessment data will increase by at least 5% in each grade level by January 2023, 10% by the end of the year. 57% of 1st Grade students will score At/Above district benchmark by January 2023; 62% by May 2023. 46% of 2nd Grade students will score At/Above district benchmark by January 2023, 51% by May 2023. 47% of 3rd Grade students will score At/Above district benchmark by January 2023; 52% by May 2023. 33% of 4th Grade students will score At/Above district benchmark by January 2023; 38% by May 2023. 54% of 5th Grade students will score At/Above district benchmark by January 2023; 59% by May 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will ensure full implementation of district adopted general education and special education curriculum. The administrator will conduct learning walks into the classrooms to observe and provide feedback to support effective classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ISP (certificated teacher) will provide targeted support to non- and emergent readers as part of Tier 2 instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,000	LCFF 1000-1999: Certificated Personnel Salaries

	ISP Salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will utilize/participate in grade level collaboration time to share student data, monitor student progress towards grade level standards and discuss next steps to support their students' needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

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

Teachers will administer assessments (district, state, curriculum embedded); Results will be reviewed, evaluated and analyzed to inform instructional and intervention decisions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Paraeducators will provide support to students (TK, Kindergarten, special education, general education).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Accelerated Reader, Lexia, myON and ST Math will be implemented in every classroom to support increasing proficiency in reading and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The principal will conduct student monitoring conferences at least 2 times per year to discuss and address student learning needs using ELA, math and EL assessment results. Students at risk of

not meeting grade level goals will be identified for additional supports to address their instructional needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Substitute Teacher Costs

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-going professional development in curricular areas (ELA, math, writing process, science, social studies) through staff meetings, afterschool trainings and conferences. District Teachers On Special Assignment (TOSAs) will be consulted to support teachers as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Consultants, trainers

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

Literacy Intervention Teacher (LIT) will provide additional in-school, Tier 2 targeted instruction in language arts to students based on assessment data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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.

English Learners

Strategy/Activity

English learners will receive daily designated ELD instruction through the district adopted Wonders ELD curriculum to improve English proficiency and reclassification rates. Teachers will implement and integrate ELD strategies into all content areas throughout the day to support English Learners (Integrated ELD.) Progress of English learners, long term English learners (LTELs) and reclassified students will be monitored to determine whether curriculum and instruction are effective in helping students overcome language barriers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will provide specific differentiation, intervention, or remediation for underperforming students through universal access groups (UA)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The STEAM Lab will be supported with innovative equipment and spaces to support student collaboration and project-based tasks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 4000-4999: Books And Supplies Books and supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide additional targeted support outside of the regular school day for students not meeting academic benchmarks through the use of before and after school tutoring in the areas of ELA, math and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Tutoring

6,000	Title III 1000-1999: Certificated Personnel Salaries Tutoring
4,000	LCFF 1000-1999: Certificated Personnel Salaries Tutoring

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide materials, supplies, technology, software and services to all TK-5th grade classes to support the instructional program, supplemental programs (intervention and enrichment), strand focus and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,240	Title III 5000-5999: Services And Other Operating Expenditures Materials, Supplies, Technology, Services
5,000	Title I 5000-5999: Services And Other Operating Expenditures Materials, Supplies, Technology, Services
1,000	LCFF - Intervention 4000-4999: Books And Supplies Materials, supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Scholar's Afterschool Program will provide services to students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All

Strategy/Activity

Teachers will monitor student performance and participate in SST, IEP, and 504 meetings and substitutes will be provided as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,500	Title I 1000-1999: Certificated Personnel Salaries Substitute Teacher Costs
7,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitute Teacher Costs

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

Recognize students for academic achievement, meeting Accelerated Reader goals, behavior and attendance through special activities, assemblies, awards 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)	Source(s)
5,000	LCFF 4000-4999: Books And Supplies Incentives, Certificates, Assemblies
1,000	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help

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

Fiction and non-fiction books, subscriptions or purchases of web-based programs and/or apps will be purchased to supplement the instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I 4000-4999: Books And Supplies Books, Subscriptions

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

Support our strand focus integration in creative art and environmental science through the use of the site STEAM lab and Art Trek.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 4000-4999: Books And Supplies

	Materials and Supplies
10,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Art Trek contract

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

Classified staff extra hours/substitutes to provide support to all staff and students throughout the day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries
1,000	LCFF 3000-3999: Employee Benefits Classified Salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Operating costs to ensure full access to equipment, ensure confidentiality of documents and student information, supplies, materials, and services to support the instructional program and instrument repairs (including copy machines).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1,826	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Duplo)
1,860	LCFF 5000-5999: Services And Other Operating Expenditures Rental, leases, repairs (2 storage portables)
400	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Shred It)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Costs for publications and warehouse charges to support the instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF 5000-5999: Services And Other Operating Expenditures Graphics Services and Warehouse Charges

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

Throughout the 2021-2022 school year, Marina West focused on building rigor across all grade levels, while scaffolding instruction and providing intervention to students to achieve grade level standards. Teachers concentrated on building and implementing a strong reading practice across all content areas to promote critical thinking and better prepare them to meet district and state-wide assessments. Our teachers also focused on Mathematical Mindset strategies to improve reasoning skills. Additionally, we worked as grade level teams during Professional Learning Community/Collaboration time on a bi-monthly basis, to discuss and analyze student data from formative (Star Early Literacy, Star Reading, Star Math, Interim Assessment Blocks, ELD assessments, teacher created assessments, and curriculum embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student progress and achievement. Student data was used to guide and modify instruction and intervention provided to all students to ensure access to Common Core State Standards.

Ongoing monitoring of student data enabled grade levels to identify students in need of intensive, research based interventions that was provided by the classroom teacher, Literacy Intervention Teacher, and paraeducator during grade specific Universal Access time. Star 360 reading results indicate there was significant student growth. Most grade exceeded the 10% growth expectation for the 2021-22 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Marina West will continue to focus on building strong academic foundations for all students. As a staff, we will discuss instructional strategies through our collaboration (PLC) process.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of our 2021-22 SPSA and school assessment data resulted in the need for improved evidence-based instruction and collaboration amongst teachers. We will implement an increased number of common formative assessments to closely progress monitor student success with an emphasis on writing across all content areas and continuing to implement the Mathematical Growth Mindset to continue to promote critical thinking skills. Instruction will be based on data utilizing backwards planning approach.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate for 2021-22 school year is 3.	Suspension Rate for the 2022-23 school year will be fewer than 3.
Panorama Survey	School climate and student well-being will be measured through the Panorama survey. The top three areas of need identified in the Spring 2022 survey are: TK-1: Self-Management = 43% 3-5: Emotion regulation = 49% Engagement = 61% Sense of belonging = 62%	Expected growth for the 2022-23 school year: TK-K: 53% 3-5: Emotion regulation = 59% Engagement = 71% Sense of belonging = 72%
Attendance Data	2021-22 attendance data identified attendance as an area for growth.	Attendance data for 2022-23 will be monitored. Goals for the 2022-23 school year is as follows: The number of students with Chronic Absenteeism will decrease The number of students referred to SARB will decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 the implementation of PBIS through the CHAMPS model throughout the school. CHAMPS aims to improve student behavior plus strengthen learner engagement through clearly defined expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PBIS Committee will meet monthly to guide actions relating to the improvement of school climate and provide targeted positive behavior support strategies to all staff to improve student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	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

The Safety Committee will review and update the Comprehensive School Safety Plan. The site will conduct monthly safety drills to ensure emergency preparedness for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	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

School-wide Shark Guidelines for Success will support and encourage positive student behavior. The Shark Store and Shark Dollars will serve to incentivize desired behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,877	LCFF - Intervention 4000-4999: Books And Supplies Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional development in the area of CHAMPS and Restorative Justice will be offered as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Professional Development

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

Create and maintain safe options for lunch/recess for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 4000-4999: Books And Supplies Additional play equipment

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 to use progressive discipline, positive reinforcement and restorative circles to help students when they make negative behavior choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus supervisors to monitor school grounds, supervise common areas to ensure a safe school environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	LCFF 2000-2999: Classified Personnel Salaries Extra hours-campus supervisors

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

Increase attendance awareness/chronic absenteeism within parent community and staff. Attendance letters will be sent out regularly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF - Intervention 3000-3999: Employee Benefits

	ORC and Counselor Extra Help
522	LCFF - Intervention 3000-3999: Employee Benefits ORC and School Counselor Benefits
2,500	Title I 1000-1999: Certificated Personnel Salaries ORC and School Counselor Extra Help
209	Title I 3000-3999: Employee Benefits Classified and Certificated Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement attendance improvement campaign with students that includes school wide incentives (tees, certificates, pencils) to encourage perfect attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I 4000-4999: Books And Supplies Attendance incentives

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Form a site School Attendance Review Committee (SARC) to analyze attendance data (bimonthly). Committee will include the site principal, and office assistant in charge of attendance, ORC and other site personnel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of RTI/MTSS model through the SST process to identify student needs and develop a plan to support student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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 on-site counseling and support services to students through the school counselor and outside agencies working with the school; Counselor will provide counseling support through individual and/or group support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 2, Activity 9

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students who are meeting academic and behavior expectations will be recognized though trimester 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)
528	LCFF 4000-4999: Books And Supplies Certificates, medals

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

Coordinate transition meetings for incoming Kindergarteners and exiting 5th grade students (IEP).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitutes for teachers to attend meetings

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 teacher liaison will support the Scholars After School Program and communicate with appropriate staff to support school needs by organizing curriculum, offering mentoring, and providing professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide extra-curricular activities to increase student connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 1000-1999: Certificated Personnel Salaries Extra time
500	LCFF 4000-4999: Books And Supplies Equipment, materials, supplies

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School counselor will promote health and wellness through class presentations and focus 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)
	No additional cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monthly Fun Friday with art, games and music with the school counselor and ORC at lunch recess to support and incentivize positive behavior.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 2, Activity 4

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 drug, alcohol and tobacco prevention education (Red Ribbon Week).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Intervention

	4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use of the Panorama Survey will provide data that identifies areas to enhance social and emotional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Create a student leadership team (student council) to provide opportunities to foster leadership skills, communication, teamwork, organization and public speaking.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Materials, supplies

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Counselor will attend the American School Counselor Association conference for professional development to better support Marina West 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)
200	LCFF 5800: Professional/Consulting Services And Operating Expenditures Counselor PD

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.

Throughout the 2021-2022 school year, Marina West continued to build on our PBIS/CHAMPS process by implementing a school-wide behavior and school climate program. Our program emphasized a proactive and positive behavior management approach that helped to address behavior before it occurred, data was collected on student behavior and needs, and implemented interventions. Teachers focused on implementing CHAMPS strategies in their classrooms to establish clear expectations for students while promoting a caring and safe environment and keeping students highly motivated. Within our PBIS Committee, school level representatives collaborated at monthly meetings and reviewed student discipline data and provided feedback and suggestions to stakeholders to improve student responsibility and safety.

The focus on building community and monitoring student behavior yielded positive results. We saw student growth, particularly in the areas of self-management and social awareness. As a result, we will continue to build on strengthening sense of belonging, engagement and emotion regulation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will continue to focus on systematically improving our school climate throughout school, both in and out of the classroom. The Panorama Survey, discipline referrals and observational data will

be used to ascertain areas of need and areas of strength. The Shark Store and Shark dollars were well received in the 2021-22 school year by the student population and served to incentivize positive and safe behavior.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the Panorama Survey data resulted in a need to improve emotion regulation, engagement, and sense of belonging. At Marina West, we will continue to strengthen our PBIS and CHAMPS model and monitor those key indicators of school climate. Changes that will be made to this plan include forming a school attendance review committee to monitor attendance and intervene with support in a timely manner as well increasing attendance awareness with the parent/guardian community. A priority for our student population, includes creating and maintaining safe options for lunch/recess for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through the school website and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance to Meetings/Workshops	Average attendance: ELAC 5 people Fall Conferences 84% Back to School Night 60% Family Nights/Workshops 13 people	ELAC increase to at least 15 for each meeting Fall Conferences increase to 95% Back to School Night Increase to 80% Family Nights/Workshops increase to 25 people

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

ORC will organize and staff will provide workshops for parents that will increase parent participation on topics of interest to parents (i.e. CABE, academic presentations by teachers, 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)
5,540	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help
3,000	Title III 2000-2999: Classified Personnel Salaries Classified Extra Help (babysitting)
6,000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conferences (CABE), Parent Participation

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

Parents will be included in the revision of the Student-Parent Compact and Parent Involvement Policy, both of which delineate how Marina West School will support the important role of parents in the education of their children.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 5000-5999: Services And Other Operating Expenditures Graphics and publications

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 meetings to discuss student progress (i.e. IEP, SST, 504, parent-teacher conferences in the fall and spring).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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, English Learners, Migrant

Strategy/Activity

Provide parent involvement forums (i.e. ELAC, SSC, PTA, Coffee with the Principal, Coffee with the ORC and Counselor, Back to School Night); Translation will be offered for in-person and virtual meetings. Coffee with the ORC and Counselor and principal will include topics such as wellness nights, guest speakers and resources. Title I meeting(s) will inform stakeholders about Title I funding and how it supports student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I 2000-2999: Classified Personnel Salaries Translation
200	LCFF 5900: Communications Materials and supplies
2,640	Title III 2000-2999: Classified Personnel Salaries Translation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents of English learners eligible for reclassification to participate in reclassification meetings and celebration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 5000-5999: Services And Other Operating Expenditures Supplies, Materials, Refreshments

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

Seek parent feedback about English learner programs, needs, and school climate through parent meetings and surveys (i.e. English learner needs assessment).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title III 5000-5999: Services And Other Operating Expenditures Supplies and materials

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 a Family Night per trimester to include parents in their child's learning. Examples include: reading, math, science, movie, picnic, bingo.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Extra time for teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Host community experts during parent engagement nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Consulting services

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF 2000-2999: Classified Personnel Salaries Extra help, translation, babysitting
495	LCFF 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Frequent parent communication to strengthen home-school relationship through Blackboard Connect, school website, flyers, marquee announcements, social media and teacher communication platforms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 5900: Communications Parent/Guardian communication

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.

Migrant, foster youth, homeless

Strategy/Activity

ORC to provide ongoing case management and provide a needs assessment to special population students (migrant, foster youth, homeless).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Home visits by ORC and Counselor to support families as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ORC and counselor to hold "Welcome to Marina West" one-to-one meetings with new incoming students/families and discuss school expectations and policies. This will be an opportunity to complete a needs assessment and address any possible barriers to school success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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

ORC will conduct mini-SARB meetings with families to address attendance concerns and create an attendance plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost - See goal 2, activity 9

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)

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)	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.

With a return to in-person learning for the 21-22 school year, we worked to strengthen our focus on increasing parent engagement and attendance across all school meetings and forums. Attendance proved to be a challenge with COVID cases remaining present. Parents were encouraged to attend, participate, and be part of our School Site Council, ELAC, PTA, and Coffee with the Principal meetings. Families are an integral part of student success. At Marina West, we value their input and continued support in student achievement and providing opportunities for parents to participate in a variety of meetings and settings will help increase student success. We also provided Parent Nights that focused not only on academics, but also attendance and social emotional support for families.

Despite efforts to increase attendance and parent participation, we fell short of our goals. We plan to continue to reach out using various platforms and increase the frequency of our efforts to reach as many parents as possible.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We had a slight increase in the number of parents attending meetings and parent nights. We plan to continue to focus on increasing parent participation and attendance at our meetings and events to increase parent connectedness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent meetings resulted in some parent participation, but not as much as we hoped for. We had greater success in grade level family nights focusing on academics. We will continue to implement strategies and communication (Monthly Calendar, Black Board Connect, Peach Jar, Calls home, Parent Leaders) to help increase parent participation. We will be offering more workshops/family nights on topics of interest to parents such as homework help, reading strategies for home reading and math night.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$69,629
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	$182,537.00

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	$50,999.00
Title III	$18,630.00

Subtotal of additional federal funds included for this school: $69,629.00

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	$96,009.00
LCFF - Intervention	$16,899.00

Subtotal of state or local funds included for this school: $112,908.00

Total of federal, state, and/or local funds for this school: $182,537.00

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	50,999	0.00
Title III	18,630.00	0.00
LCFF	96,009	0.00
LCFF - Intervention	16,899	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	96,009.00
LCFF - Intervention	16,899.00
Title I	50,999.00
Title III	18,630.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	36,000.00
2000-2999: Classified Personnel Salaries	LCFF	17,500.00
3000-3999: Employee Benefits	LCFF	1,495.00
4000-4999: Books And Supplies	LCFF	9,528.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,086.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	16,200.00
5900: Communications	LCFF	200.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	8,000.00
3000-3999: Employee Benefits	LCFF - Intervention	3,522.00

4000-4999: Books And Supplies	LCFF - Intervention	3,877.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	18,000.00
2000-2999: Classified Personnel Salaries	Title I	7,540.00
3000-3999: Employee Benefits	Title I	209.00
4000-4999: Books And Supplies	Title I	16,500.00
5000-5999: Services And Other Operating Expenditures	Title I	5,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
5900: Communications	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title III	6,000.00
2000-2999: Classified Personnel Salaries	Title III	5,640.00
5000-5999: Services And Other Operating Expenditures	Title III	6,990.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,826.00
Goal 2	29,836.00
Goal 3	29,875.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Elva Gonzales-Nares	Principal
Lisa Baird-Mayeda	Classroom Teacher
Rebecca Wiliiams-Meza	Classroom Teacher
Nichole Flores	Classroom Teacher
Reyna Moreno	Other School Staff
Alejandra Flores	Parent or Community Member
Leticia Ceja	Parent or Community Member
Gabriela Vazquez Vidrio	Parent or Community Member
Norelena Botello Aguirre	Parent or Community Member
Eva Barraza	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/6/2022.

Attested:

	Principal, Elva Gonzlaes-Nares on June 6, 2022
	SSC Chairperson, Lisa Baird-Mayeda on June 6, 2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Thurgood Marshall K-8 School	56725380100362	June 6, 2022	August 24, 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.

Marshall TK-8 Academy of Visual and Performing Arts focuses on SEI instruction. Our school mission is to inspire students to reach their highest potential and our vision is to create and maintain a culture of safety, academic success, and a college and career-going mindset for all students. Through the mediums of technology and visual and performing arts, we inspire students to reach their highest potential and become leaders in their community.

Marshall staff provides an environment that fosters support for all students in TK-8th grade. Our special programs include Deaf and Hard of Hearing, Language and Learning, and Visually Impaired. Our visual and performing arts program is under development.

The focus at Thurgood Marshall School is optimal learning for every student. The Oxnard School District Student Profile guides our certificated and classified staff in preparing students for future career opportunities. Our instructional staff regularly reflect on best practices to monitor student progress and plan instruction. We collaborate to align instruction to the Common Core Standards for all subject areas. The staff reference district assessment timelines to ensure that curricular areas are covered in a timely manner and that all children are engaged in learning. The Administrators monitor instruction through regular classroom visitations and student monitoring conferences with individual

teachers and grade levels. This year, Marshall will have the support of one site ISP teacher to help support instruction in the areas of Language Arts and Math.

Thurgood Marshall School staff are proficient at using data to guide their teaching and student learning with ongoing progress monitoring data of individual students. Throughout the year, teachers participate in regularly scheduled staff development. Grade level teams collaborate on the essential standards in language arts, mathematics, and English Language Development (ELD). Teachers share grade-level data to plan lessons that embed instructional strategies and differentiate for students' individual needs. PLC teams analyze data from the district and school-based assessments. Summative and formative data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify when students need intervention, and target specific needs of individual students.

The staff recognizes that students coming to school this academic year have growing academic and social-emotional needs. Marshall's goal for the 2022-2023 year is to focus on student-centered instruction that allows for rigorous questioning and opportunities for writing across the curriculum. Marshall intends to focus on collaboration to help shift the teaching pedagogy by focusing on data-driven and standards-based instruction while continuing to incorporate twenty-first-century learning skills. For targeted students, specific interventions and in-class interventions are offered. The CST/SST Team continues to implement and refine the Multi-Tiered System of Supports (MTSS) model. Marshall conducts regularly scheduled Student Success Team (SST) meetings with a panel of staff members to address the needs of at-risk students.

English Language Development instruction is a priority. The ELD standards are the guide for instruction and teachers use Wonders curriculum and core subject matter to develop student understanding. To ensure that ELD instruction is targeted to students' skill levels, teachers collaborate for ELD, grouping students based on ELPAC levels. Students have daily required ELD time to practice academic vocabulary, acquire English language skills, and become proficient in English. Grade level collaboration meetings and student monitoring conferences are held to track student progress and plan strategies to address student needs. Designated and Integrated ELD instruction is implemented through the curriculum in language arts and mathematics and other curricular subjects. Integrated ELD strategies and evidence-based practices provide support to EL students.

Our site is home to the Deaf and Hard of Hearing (DHH) and Visually Impaired programs that serve students throughout the district and county for the VHH program. The students in our programs are integrated into general education classes when appropriate. Marshall has five Special Education Teachers who provide instruction and support to our students in K-8th grades. Some students are assigned a one-to-one paraeducator to provide behavior support. Some paraeducators are OSD employees and some are from outside agencies.

Additional programs are used in order to provide our students with various learning opportunities. The Accelerated Reader (AR) program helps all students to hone their comprehension skills and encourage a love of reading. The online myON program supports reading progress for students. Lexia Core 5 and Power Up support our students with intervention and enrichment in reading support. ST Math provides additional support in the area of Math. Technology is utilized by all classes for research, and the use of software programs allows students additional time to practice and develop their skills in reading and mathematics.

Thurgood Marshall School's highly qualified teachers meet the district and state guidelines. Common Core training in the areas of reading/language arts and mathematics empowers our staff to deliver

effective instruction. The staff regularly participates in high-quality, district-approved training in all core disciplines, including technology.

Marshall School continues to incorporate a safe and positive learning environment with the lead of our Positive Behavior Intervention Support (PBIS) Team. There is a school-wide implementation of CHAMPS at Marshall and staff use a progressive discipline model to respond to student behavior in the classroom, on the playground, and at the administration level. The PBIS team meets on a regular basis to analyze data and identify areas of need and focus on the campus in order to help strengthen the positive learning environment. The school counselor provides Social-Emotional lessons to classes, in addition to restorative circles and mindful practices.

Parent involvement is a key element for the continued academic success at Marshall School. Teachers regularly communicate with parents by phone, through the Canvas Parent App, through text messages, on school websites, on social media, through e-mails, and at conferences. Parents are invited to a variety of general parent meetings, family nights, and virtual classroom activities. Opportunities to volunteer are made available throughout the year. Parents are conforming to the Oxnard School District guidelines for volunteers to go through the background clearance process (this is currently suspended due to COVID guidelines). Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Parenting classes share knowledge and practices that benefit families and helps parents to better support their children's learning. Throughout the year, parents are offered a list of opportunities to receive training and be involved in the school program through PTA, School Site Council, ELAC, and "Coffee with the Principal and Parents."

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations are conducted two to three times a year, with the direction from Human Resources as to who will be evaluated. Informal observations and walkthroughs occur as often as every day, but no less than once a week. Through the walkthroughs and observations, it was evident that a shift in pedagogy was needed to lead the direction of the need in not only our school site but district focus as well. Through discussions with the school leadership team, it was noted that the academic and instructional focus this year needed to be focused on student-centered standard-based instruction, increasing rigor and teacher collaboration.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The teaching staff have had professional development opportunities focusing on Star assessment monitoring and data interpretation as well as CAASPP IAB (Interim Assessment Blocks) assessments that provide data which helps to drive and modify instruction. The school leadership team analyzed the prior year's and the fall data at the beginning of the school year to reflect on instructional practices and plan for the vision and goals for academic school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize Star assessments, ELLevations, and CAASPP IAB resources to help monitor student progress throughout the school year. PLC's are held every other Tuesday to focus on analyzing data to make instructional decisions for lessons and utilize the cycle of inquiry to guide their professional practice.

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.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Marshall has dedicated two staff meetings per month to specific collaboration and two staff meetings for Professional Learning Community collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Marshall school we have a Multi-Tiered Systems of Support (MTSS) model that we follow that allows for identification of targeted interventions. Staff is trained to focus on targeted interventions and a variety of materials and strategies are provided to assist students in effectively meeting their targets.

Evidence-based educational practices to raise student achievement

Teachers are trained to provide evidence based instructional practices to raise student achievement for all students. This includes Para-educator support for grades Kinder to 3rd grade, district TOSAs (science, social science, ELD, Ed Tech) and our district Math Manager, as well as lead teachers on campus specializing in certain academic areas of focus. Additional time is given for teacher collaboration which includes ongoing review of assessment results and strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are given multiple opportunities to be involved in parent groups. School Site Council, ELAC and "Coffee with Principal" are regular opportunities and are open to all interested parents. PTA is another growing organization that gives parents the opportunity to meet and plan supports for our school. Virtual Family Nights are open to parents and families. During the 2022-23 school year, Virtual Family Nights are planned for AVID, Mathematics, Canvas and Music and the Arts.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, teachers and other school personnel stakeholders are part of input and decision making in regard to the design and implementation of the SPSA and budget. Our Middle School orientation meetings are held annually to inform parents about the academy stand, A-G requirements and an overview of opportunities of the middle school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Marshall uses its Title funds to target and support under performing students. The Intervention Support Provider (ISP) Teachers focus on targeted struggling students and identify specific needs of the students to develop lessons to help close the achievement gap. The services also include teacher collaboration specifically focused on data analysis which will help to drive instruction to meet the needs of under performing students, specifically English Learners, African American students, Foster Youth, Homeless and Special Education Students. Title III funds specifically support opportunities such as after school tutoring for under performing English Learners.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In collaboration with the school leadership team, Marshall staff and ELAC review and provide input for the SPSA plan in order to recommend the SPSA to School Site Council The SPSA is approved annually, however, School Site Council meets on a monthly basis to monitor the goals and actions and overall spending of categorical dollars. Any changes to the plan are reviewed and approved by stakeholders for the recommendation and resubmission to School Site Council for final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The last full academic year, our students were unable to receive in-person tutoring and the school was unable to further develop the Visual and Performing Arts strand focus. However, the expenditures for health and safety were increased. Additionally, our site was unable to secure an Intervention Support Provider (ISP). Monies dedicated towards this were spent on additional library books, K-5 headphones and iPad cords/plugs.

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	0.42%	0.4%	%	3	3	
African American	3.89%	3.3%	%	28	26	
Asian	1.39%	1.4%	%	10	11	
Filipino	3.34%	2.6%	%	24	21	
Hispanic/Latino	82.48%	83.8%	%	593	669	
Pacific Islander	0.28%	0.3%	%	2	2	
White	6.82%	6.8%	%	49	54	
Multiple/No Response	1.39%	1.5%	%	10	12	
			Total Enrollment	719	798	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	95	89	
Grade 1	77	78	
Grade 2	93	75	
Grade3	101	91	
Grade 4	98	98	
Grade 5	93	99	
Grade 6	91	100	
Grade 7	71	98	
Grade 8		70	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	719	798	

Conclusions based on this data:

This data shows that Marshall has a high population of Hispanic/Latinx youth and a significant amount of African American youth. The student population has grown due to the completion of the TK-8th grade roll up during the 2021-2022 school year. Our Outreach Specialist and Counselor help support all students who are entering

Marshall and educating students in 8th grade about A-G Requirements in High School. Additionally, some of our staff attend the African American Parent meeting made available to all parents.

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	231	207	182	39.0%	28.8%	22.8%
Fluent English Proficient (FEP)	37	88	118	6.2%	12.2%	14.8%
Reclassified Fluent English Proficient (RFEP)	15	49	32	6.5%	21.2%	15.5%

Conclusions based on this data:

Our data shows that 22.8% of students are English Learners and 15.5% are reclassified students. Teachers continue to incorporate reading and writing into all core subjects across the curriculum. Staff is trained on how to incorporate various teaching strategies to improve language instruction for the English Language Learner. Staff use integrated ELD strategies and evidence based practices during instruction to support EL students.

School and Student Performance Data

Star Early Literacy

Thurgood Marshall K-8 School											
		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
Grade K	75	7	9%	5	7%	3	4%	60	80%	4	826
Grade 1	69	18	26%	11	16%	4	6%	36	52%	4	835
Grade 2	7	7	100%	0	0%	0	0%	0	0%	1	782

Conclusions based on this data:

Our data reflects that many of our Kindergarten students are at a level three (At/Above Benchmark) on the Star Early Literacy. Pupils in the 1st grade are at 64% At/Above Benchmark. This reflects a learning gap in this grade with the remaining students falling in levels one, two and three.

Those students in the 2nd grade who were assessed with the Early Literacy test (which is only given to 2nd graders when they score below a certain threshold on the Star Reading) will need support as four of the six scored in Level 1. These scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher.

School and Student Performance Data

Star Reading

Thurgood Marshall K-8 School											
		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 2	30	10	33%	12	40%	6	20%	2	7%	1	892
Grade 3	46	19	41%	10	22%	9	20%	8	17%	2	951
Grade 4	93	35	38%	16	17%	26	28%	16	17%	2	995
Grade 5	91	45	49%	20	22%	18	20%	8	9%	2	1006
Grade 6	91	35	38%	21	23%	31	34%	4	4%	2	1034
Grade 7	75	18	24%	23	31%	29	39%	5	7%	2	1079
Grade 8	1	1	100%	0	0%	0	0%	0	0%	1	947

Conclusions based on this data:

School-wide our grade levels hovered around the STAR Reading Average of 2.7. In teasing out the levels in which students fell within the same average percentage. Like the Early Literacy, these scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher. Similar to our conclusion about ELA scores, our site team concluded that the data from the spring assessment is not fully valid since the testing environments could not be determined as adequate testing environments.

School and Student Performance Data

Star Math

Thurgood Marshall K-8 School											
		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 1	70	16	23%	28	40%	23	33%	3	4%	2	846
Grade 2	33	14	42%	6	18%	11	33%	2	6%	2	900
Grade 3	48	19	40%	11	23%	11	23%	7	15%	2	959
Grade 4	93	27	29%	32	34%	18	19%	16	17%	2	1006
Grade 5	89	61	69%	17	19%	6	7%	5	6%	1	1001
Grade 6	93	45	48%	26	28%	17	18%	5	5%	1	1041
Grade 7	74	28	38%	35	47%	7	9%	4	5%	2	1067
Grade 8	77	54	70%	10	13%	5	6%	8	10%	1	1056

Conclusions based on this data:

In grades 3rd through 8th, students average level was 2.6. However, in first-grade students averaged at level 3.6, and in 2nd grade, the students' average level was 3. Like the Early Literacy, these scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher. Our site time included that the data from the spring assessment is not fully valid since the testing environments could not be determined as adequate testing environments.

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 3	87	99		86	97		86	97		98.9	98	
Grade 4	64	86		64	86		64	86		100	100	
Grade 5	70	65		70	65		70	65		100	100	
Grade 6		66			66			66			100	
All Grades	221	316		220	314		220	314		99.5	99.4	

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	2427.	2401.		27.91	19.59		26.74	12.37		19.77	29.90		25.58	38.14	
Grade 4	2441.	2460.		14.06	20.93		28.13	26.74		23.44	19.77		34.38	32.56	
Grade 5	2462.	2496.		12.86	15.38		17.14	35.38		25.71	23.08		44.29	26.15	
Grade 6		2497.			10.61			24.24			28.79			36.36	
All Grades	N/A	N/A	N/A	19.09	17.20		24.09	23.57		22.73	25.48		34.09	33.76	

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

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	24.42	14.43		44.19	51.55		31.40	34.02	
Grade 4	14.06	17.44		48.44	60.47		37.50	22.09	
Grade 5	17.14	20.00		38.57	52.31		44.29	27.69	
Grade 6		9.09			51.52			39.39	
All Grades	19.09	15.29		43.64	54.14		37.27	30.57	

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	20.93	14.43		48.84	44.33		30.23	41.24	
Grade 4	10.94	16.28		53.13	48.84		35.94	34.88	
Grade 5	18.57	21.54		40.00	55.38		41.43	23.08	
Grade 6		16.67			53.03			30.30	
All Grades	17.27	16.88		47.27	49.68		35.45	33.44	

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	24.42	12.37		55.81	62.89		19.77	24.74	
Grade 4	10.94	12.79		68.75	73.26		20.31	13.95	
Grade 5	12.86	7.69		52.86	73.85		34.29	18.46	
Grade 6		10.61			71.21			18.18	
All Grades	16.82	11.15		58.64	69.75		24.55	19.11	

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	32.56	20.62		45.35	46.39		22.09	32.99	
Grade 4	20.31	17.44		53.13	58.14		26.56	24.42	
Grade 5	21.43	29.23		41.43	44.62		37.14	26.15	
Grade 6		7.58			57.58			34.85	
All Grades	25.45	18.79		46.36	51.59		28.18	29.62	

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:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. In the 2018-2019 school year, in the area of reading, all grade levels decreased the number of students below standard by almost 7%. In writing, we also decreased the number of students below the standard by 2%. Listening also decreased by 5% for students performing below the standard. Research and Inquiry increased slightly by 1%. By closely monitoring individual student progress data and identifying students not making adequate progress, students who need extra support will receive reteaching, small group instruction and other interventions as appropriate. Formative and evaluative evaluations will contribute to a clear understanding of individual student progress. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	87	99		86	98		86	98		98.9	99	
Grade 4	64	86		64	86		64	86		100	100	
Grade 5	70	65		70	65		70	65		100	100	
Grade 6		66			66			66			100	
All Grades	221	316		220	315		220	315		99.5	99.7	

* 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	2409.	2413.		9.30	17.35		29.07	21.43		29.07	21.43		32.56	39.80	
Grade 4	2433.	2451.		3.13	6.98		23.44	27.91		37.50	33.72		35.94	31.40	
Grade 5	2450.	2469.		4.29	10.77		15.71	9.23		24.29	36.92		55.71	43.08	
Grade 6		2477.			3.03			12.12			45.45			39.39	
All Grades	N/A	N/A	N/A	5.91	10.16		23.18	18.73		30.00	33.02		40.91	38.10	

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	18.60	22.45		40.70	31.63		40.70	45.92	
Grade 4	14.06	16.28		28.13	33.72		57.81	50.00	
Grade 5	7.14	12.31		28.57	33.85		64.29	53.85	
Grade 6		4.55			37.88			57.58	
All Grades	13.64	14.92		33.18	33.97		53.18	51.11	

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	19.77	23.47		51.16	42.86		29.07	33.67	
Grade 4	7.81	15.12		54.69	48.84		37.50	36.05	
Grade 5	8.57	9.23		34.29	47.69		57.14	43.08	
Grade 6		4.55			42.42			53.03	
All Grades	12.73	14.29		46.82	45.40		40.45	40.32	

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	17.44	20.41		52.33	37.76		30.23	41.84	
Grade 4	9.38	16.28		45.31	46.51		45.31	37.21	
Grade 5	7.14	7.69		45.71	44.62		47.14	47.69	
Grade 6		6.06			48.48			45.45	
All Grades	11.82	13.65		48.18	43.81		40.00	42.54	

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

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, overall our mathematics scores did not show as significant growth as our Language Arts scores. Marshall improved in the percentage of students above standard and decreased in the number of students below standard for concepts and procedures. Grades 3 and 4 showed a slight decrease in overall achievement. All grade levels showed an increase in the are of problem-solving & modeling/analysis, concepts and procedures, and communicating reasoning. Through close progress monitoring of individual student progress in Mathematics, students not making adequate progress will be given reteaching of concepts and skills. Small group instruction will give extra support to students with their outcomes closely monitored by teachers. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments. Teachers are receiving additional strategies that incorporate Math Mindset to help improve instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1419.6	1415.7	1461.6	1428.0	1422.1	1467.8	1400.0	1400.9	1447.2	57	31	11
1	1441.3	1461.6	*	1453.0	1473.4	*	1429.0	1449.2	*	41	45	10
2	1483.5	1492.6	1469.0	1475.6	1501.0	1465.9	1491.0	1483.6	1471.6	52	41	16
3	1479.4	1478.6	1479.0	1467.2	1465.4	1479.5	1491.1	1491.3	1478.0	35	27	40
4	1491.8	1487.5	1486.2	1480.3	1469.7	1480.9	1502.9	1504.7	1491.1	16	27	31
5	1527.0	1529.0	1518.0	1518.0	1515.4	1521.4	1535.3	1542.0	1513.9	20	12	14
6		*	1531.9		*	1528.1		*	1535.4		5	15
7			1528.7			1526.0			1531.1			12
All Grades										221	188	152

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	31.58	12.90	27.27	29.82	45.16	27.27	24.56	19.35	45.45	*	22.58	0.00	57	31	11
1	*	22.22	*	46.34	33.33	*	*	26.67	*	*	17.78	*	41	45	*
2	50.00	17.07	6.25	23.08	48.78	56.25	*	31.71	18.75	*	2.44	18.75	52	41	16
3	*	0.00	0.00	37.14	40.74	39.47	*	40.74	52.63	*	18.52	7.89	35	27	38
4		11.11	3.70	*	51.85	48.15	*	22.22	18.52	*	14.81	29.63	16	27	27
5	*	16.67	7.14	55.00	50.00	28.57	*	33.33	57.14		0.00	7.14	20	12	14
6		*	15.38		*	53.85		*	30.77		*	0.00		*	13
7			25.00			25.00			25.00			25.00			12
All Grades	28.96	14.36	8.39	36.65	43.62	39.16	19.00	28.72	37.76	15.38	13.30	14.69	221	188	143

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	38.60	22.58	27.27	26.32	35.48	45.45	*	22.58	27.27	19.30	19.35	0.00	57	31	11
1	36.59	35.56	*	31.71	28.89	*	*	31.11	*	*	4.44	*	41	45	*
2	55.77	39.02	25.00	30.77	46.34	25.00	*	12.20	43.75	*	2.44	6.25	52	41	16
3	31.43	7.41	23.68	31.43	48.15	50.00	*	22.22	7.89	*	22.22	18.42	35	27	38
4	*	25.93	11.11	*	48.15	55.56	*	14.81	18.52	*	11.11	14.81	16	27	27
5	60.00	33.33	28.57	*	50.00	50.00	*	16.67	21.43		0.00	0.00	20	12	14
6		*	23.08		*	69.23		*	7.69		*	0.00		*	13
7			41.67			33.33			8.33			16.67			12
All Grades	41.18	28.72	23.08	32.58	41.49	46.85	13.57	20.21	18.18	12.67	9.57	11.89	221	188	143

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	22.81	12.90	27.27	*	41.94	0.00	47.37	25.81	72.73	*	19.35	0.00	57	31	11
1	*	13.33	*	*	35.56	*	34.15	24.44	*	39.02	26.67	*	41	45	*
2	40.38	9.76	6.25	21.15	36.59	50.00	*	29.27	25.00	23.08	24.39	18.75	52	41	16
3	*	3.70	0.00	40.00	14.81	15.79	*	70.37	55.26	*	11.11	28.95	35	27	38
4		11.11	3.70	*	40.74	18.52	*	29.63	37.04	*	18.52	40.74	16	27	27
5	*	8.33	0.00	*	41.67	28.57	*	41.67	42.86	*	8.33	28.57	20	12	14
6		*	7.69		*	30.77		*	46.15		*	15.38		*	13
7			8.33			25.00			25.00			41.67			12
All Grades	20.81	10.11	5.59	26.70	35.11	21.68	28.96	34.57	44.06	23.53	20.21	28.67	221	188	143

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	54.39	12.90	45.45	33.33	74.19	54.55	*	12.90	0.00	57	31	11
1	60.98	51.11	*	*	40.00	*	*	8.89	*	41	45	*
2	55.77	31.71	37.50	38.46	63.41	50.00	*	4.88	12.50	52	41	16
3	*	3.70	32.43	51.43	66.67	48.65	*	29.63	18.92	35	27	37
4	*	14.81	19.23	81.25	70.37	57.69	*	14.81	23.08	16	27	26
5	*	8.33	7.14	*	91.67	85.71		0.00	7.14	20	12	14
6		*	7.69		*	84.62		*	7.69		*	13
7			0.00			72.73			27.27			11
All Grades	47.06	25.53	23.57	40.72	62.77	60.00	12.22	11.70	16.43	221	188	140

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	33.33	35.48	27.27	43.86	41.94	63.64	22.81	22.58	9.09	57	31	11
1	34.15	26.67	*	46.34	64.44	*	*	8.89	*	41	45	*
2	59.62	48.78	18.75	30.77	48.78	68.75	*	2.44	12.50	52	41	16
3	60.00	33.33	35.14	*	44.44	51.35	*	22.22	13.51	35	27	37
4	*	44.44	30.77	*	40.74	53.85	*	14.81	15.38	16	27	26
5	75.00	75.00	53.85	*	8.33	46.15		16.67	0.00	20	12	13
6		*	58.33		*	41.67		*	0.00		*	12
7			80.00			20.00			0.00			10
All Grades	48.87	40.43	36.76	36.20	46.81	52.21	14.93	12.77	11.03	221	188	136

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	*	0.00	18.18	77.19	77.42	81.82	*	22.58	0.00	57	31	11
1	*	28.89	*	48.78	44.44	*	29.27	26.67	*	41	45	*
2	50.00	17.07	43.75	*	53.66	37.50	30.77	29.27	18.75	52	41	16
3	*	3.70	0.00	45.71	59.26	57.89	42.86	37.04	42.11	35	27	38
4		11.11	3.85	*	66.67	53.85	*	22.22	42.31	16	27	26
5	*	25.00	7.14	70.00	58.33	71.43	*	16.67	21.43	20	12	14
6		*	0.00		*	53.85		*	46.15		*	13
7			16.67			25.00			58.33			12
All Grades	23.53	14.36	9.86	51.58	57.98	53.52	24.89	27.66	36.62	221	188	142

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	43.86	61.29	27.27	38.60	22.58	63.64	*	16.13	9.09	57	31	11
1	*	8.89	*	43.90	62.22	*	43.90	28.89	*	41	45	*
2	30.77	9.76	0.00	57.69	75.61	81.25	*	14.63	18.75	52	41	16
3	34.29	7.41	10.81	45.71	85.19	59.46	*	7.41	29.73	35	27	37
4	*	25.93	3.70	68.75	59.26	62.96		14.81	33.33	16	27	27
5	*	16.67	0.00	*	83.33	64.29		0.00	35.71	20	12	14
6		*	9.09		*	90.91		*	0.00		*	11
7			0.00			81.82			18.18			11
All Grades	33.03	21.28	7.19	48.42	62.77	66.91	18.55	15.96	25.90	221	188	139

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:

Due to COVID-19 and the school closures, there is no ELPAC data for the 2019-2020 school year. However, Marshall did have a reclassification rate of 15%. For the 2018-2019 school year, 19% of Marshall's English Learners were Reclassified. Teachers continue to provide strategies and support for the EL's in the classroom. Teachers provide students opportunities to practice ELPAC type questions throughout the school year. 6th-8th grade teachers are targeting long-term EL students by incorporating AVID Excel strategies into the classroom in addition to planning and designing lessons to meet the needs of English Learners.

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 instruction
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy Assessment	Fall 2022 Baseline Data Percentage of students who scored At/Above benchmark: Kinder - 73% Grade 1 - 64%	Students in grades K-1 who meet or exceed the benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Early Literacy Assessment and 3-5% of students will move from approaching to meeting and or exceeding on the STAR Early Literacy Assessment.
Star Reading	Fall 2022 Baseline Data Percentage of students who scored At/Above benchmark: Grade 2 - 42% Grade 3 - 40% Grade 4 - 34% Grade 5 - 43% Grade 6 - 38%. Grade 7 - 33% Grade 8 - 37%	Students in grades 2 -8 who meet or exceed the benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Reading Assessment and 3-5% of students will move from approaching to meeting and or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		exceeding on the STAR Reading Assessment.
Star Math	Fall 2022 Baseline Data Percentage of students who scored At/Above benchmark: Grade 1 - 81% Grade 2 - 57% Grade 3 - 33% Grade 4 - 26% Grade 5 - 46% Grade 6 - 39% Grade 7 - 31% Grade 8 - 32%	Students in grades 1-8 who meet or exceed the benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Math Assessment and 3-5% of students will move from approaching to meeting and or exceeding on the STAR Math Assessment.
Reclassification Rates	Reclassification Rates 11% (20) of EL students in grades 3-7 reclassified during the 2021-2022 school year.	The reclassification rate of EL students will increase by at least 20%.
CAASPP Math	2018-2019 Scores Percentage of students who met or exceeded benchmark: Grade 3 - 38% Grade 4 - 35% Grade 5 - 20% Grade 6 - 15%	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from approaching to meeting and or exceeding the SBAC standards in Math.
CAASPP ELA	2018-2019 Scores Percentage of students who met or exceeded benchmark: Grade 3 - 32% Grade 4 - 48% Grade 5 - 50% Grade 6 - 32%	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from approaching to meeting and or exceeding the SBAC standards in ELA.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

The District Math Manager will support teachers in implementing Math Mindset strategies, State Standards and framework for math, district adopted curriculum and ST Math.
The Science and Social Science TOSAs will support teachers in implementing Science and History/Social Science standards, framework and district adopted curriculum.
Teachers will continue to use CANVAS for instruction and communication with parents. The District Education Technology TOSAs will support teachers in implementing CANVAS, report cards and other technology related to instruction.
The District English Learner TOSAs will support teachers in implementing Designated and Integrated ELD interventions and strategies; how to reduce the amount of students who are Long-term English Learners; and implementation of the OSD EL Master Plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded None Specified Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students, with an emphasis on English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

Professional Learning Community meetings will support teachers to implement ELA and Math Common Core Standards. The principal will lead progress monitoring meetings with grade levels. Staff will analyze assessment results from regular assessments such as IAB, Star, Wonders unit assessments, Study Sync and My Math chapter assessments to make instructional decisions. Teachers will meet weekly focusing on specific collaboration. Teachers will also utilize collaboration time to monitor the progress of African American Students and English Learners, Foster Youth, Special Education and Homeless Students. The school leadership team will meet on a regular basis to monitor and guide school-wide academic progress. These meetings will take place on Wednesday afternoon.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Teacher Extra Hours Certificated Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

Dedicated ELD instruction will be provided to EL students by classroom teachers daily in grades K-5. Students in grades 6-8 will receive one period of ELD instruction. Integrated ELD will be implemented throughout all content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Supplemental materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students, with an emphasis on English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

Intervention Support: ISP (Intervention Services Provider) teacher will provide support and intervention to address the needs of identified students in Math (Identified target are low-medium). Intervention programs will be purchased for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32000	Title I

	1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teachers
5000	LCFF 4000-4999: Books And Supplies Intervention Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Coordinated Services Team (CST) and Student Success Team (SST) meetings will be held to address the instructional needs of at-promise students. Outreach Coordinator (ORC) coordinates SSTs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

In order to improve reading achievement, the district has provided a Literacy Intervention Teacher (LIT) for the Marshall School site. This teacher is site-based and will support language arts instruction in grades 2nd-3rd and will work directly with students using the LLI curriculum targeting EL, Foster Youth, Homeless, Special Education and African American students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

	1000-1999: Certificated Personnel Salaries Teacher Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

Teachers will analyze curriculum based assessments in ELA, Math and ELD to progress monitor and to plan and coordinate tutoring for targeted EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5640	Title III 1000-1999: Certificated Personnel Salaries Teachers: Extra Help

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Integrated Art Units for the Visual and Performing Arts will be taught throughout the school year in grades K-8. A virtual Spring Fling Culminating activity will showcase student work at the end of the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help
4000	LCFF 4000-4999: Books And Supplies

	Materials for Visual and Performing Arts ($5.00 per Student)
6000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contracts for outside agencies to support with visual and performing arts

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Accelerated Reader, Star, MyON, and Lexia will be used to support student literacy across all grades. Lexia will be used for intervention and enrichment. ST Math will be used to help with math intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Lexia, MyON, AR, ST Math, Lexia instructional software

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Teachers and Staff will have use of the Canon copier machines, laminator and Duplo copy machine for support in duplicating instructional materials as well as services to shred documents that reflect private information and are no longer needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

7284	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreement (includes Shredder)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Formative Assessments, as well as summative assessments, will be used to support progress monitoring of students in language arts and math. Data will be analyzed to drive instruction aimed at improving student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Administration will do regular classroom walkthroughs to ensure student engagement during implementation of Common Core Standards in Language Arts, ELD and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to Special Education students and students with 504 plans.

Strategy/Activity

The Special Education Team will hold timely IEP (Individual Education Plan) meetings to review student progress, goals and review support services which are part of the plan. 504 Plans are also reviewed annually.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Substitutes

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Recognition of student progress toward meeting their goals in Accelerated Reader (AR), STMath, and Lexia, as well as achievement and participation in the CAASPP assessment through the purchase of student incentives.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies Student Incentives

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Implement MyMath lessons that align with the Common Core Standards with support of Math Mindset.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Administration will support integration of technology to promote student learning throughout the curriculum. The District Technology Service Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries District Tech

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

A Music Teacher for grades TK-8 is contracted for the school year. The teacher will work with students in grades TK-5 and 8th as part of the the Academy of Visual and Performing Arts Strand.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Music Teacher
2500	LCFF 4000-4999: Books And Supplies Music Materials

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

To enhance the science curriculum, supplemental /supplies materials will be provided to students in grades K-5th grade for the new science adoption. Extra funding will be provided to support instruction in grades 5th and 8th who do SBAC testing in science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
2000	Title I 4000-4999: Books And Supplies Extra supplies for 5th and 8th grades

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Professional development will be provided through training on initiatives that support our instructional program which will include EL students and the implementation of AVID in grades 7-8. AVID Tutors will be provided to support implementation of AVID for students in grades 7th and 8th.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2550	Title I 5000-5999: Services And Other Operating Expenditures Conference expenses Professional development
4342	Title I 4000-4999: Books And Supplies AVID Materials
6261	Title I 2000-2999: Classified Personnel Salaries AVID Tutors Hourly Pay
500	Title I 1000-1999: Certificated Personnel Salaries AVID Teacher Meetings Extra Hours
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trip(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.

This goal pertains to all students.

Strategy/Activity

The Library Media Technician (LMT) serves students in K-8th grades to access books at their reading level. The LMT also supports with ensuring that all students have textbooks. New books will be purchased for the library to enhance reading and to meet the needs of students in grades K-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 4000-4999: Books And Supplies

	Books for Library Middle School and Advanced Upper Grades Students

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

To support implementation of the instructional program, classroom materials and supplies will be ordered from the district warehouse and from approved vendors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
64250	LCFF 4000-4999: Books And Supplies Materials and Supplies
9193	Title III 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Students participating in the After School Program will receive enrichment in the arts. For example, ASP staff will provide learning opportunities through movement, music, and other arts related activities aimed at deepening student understanding of Visual and Performing Arts to support the school site strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No Additional Cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Technology will be integrated with instruction focusing on Common Core State Standards. The site will provide technology equipment in order to enhance current technology for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF 4000-4999: Books And Supplies Headphones for middle school

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Teachers will have the opportunity to take students on virtual field trips to enrich academic studies. This also includes opportunities for AVID virtual college field trips and experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF 5000-5999: Services And Other Operating Expenditures Virtual Field Trip Fees
4500	LCFF 5000-5999: Services And Other Operating Expenditures

	Field Trip Supplies Related to Visual and Performing Arts

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Opportunities for intervention beyond the regular school day will be offered to targeted students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4836	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated hourly rate for tutoring

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

Professional development will be provided to teachers as support in how to develop effective lessons for integrated and designated ELD through instructional practices such as scaffolding, sheltering, preview and review in addition to learning walks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Professional development Certificated Substitutes

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

EL student progress will be monitored through data meetings reviewing Star, My Math, Wonders, CAASPP, CELDT and the ELPAC. Administration will target instruction during ELD time to improve ELD instruction to ELD students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 28

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Technology and sound equipment will be used to enhance the Academy of Visual and Performing Arts Strand.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Sound Equipment/Technology for Focus Strand

Strategy/Activity 29

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

Marshall had a few grade levels that increased in proficiency in ELA and Math. However, most grades had a decline in proficiency in 2012-2022 In order to continue to close the gap in Language Arts, this school year, Marshall will focus on learning targets during instruction and providing Tier One supports. In addition, the district provided a Literacy Intervention Teacher who targeted specific students. During collaboration time, teachers will be analyzing data from Star, CAASPP Interim Assessment Blocks, ELD assessments, Lexia and ST Math data, as well as other assessments that will help to monitor student achievement. Students who are not performing will be monitored and will coordinate with the CST and SST team if necessary. Teachers will collaborate to focus on best first instructional practices and evidence-based Tier 1 interventions, which will be provided by the classroom teacher.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our site was unable to secure an ISP teacher to provide interventions and the amount of after school tutoring was limited.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Marshall has dedicated its focus this year to continuing to improve instructional practices to provide the best learning opportunities for our students. Collaboration time still continues to be a central focus as the PLC meetings will be moved to Wednesdays. Due to COVID-19 and state assessments not being administered in 2021-2022, the teacher leadership team analyzed the current data from district benchmarks and assessments to determine our direction for the 2022-2023 school year.

Marshall will continue to utilize two district-funded Literacy Intervention teachers to focus on language arts intervention in the lower grades. In addition, Marshall will allocate funding for one additional ISP teacher to focus on math intervention.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension rate for 2021-2022 was 2.09%.	Continue to reduce the number of student behavior referrals and keep suspension rate at 0% growth.
Attendance Data	Chronic Absenteeism rate for 2021-2022 was 9.9%.	Chronic Absenteeism rates for 2021-2022 will decrease by 5%
Panorama Survey	The Panorama survey was administered in Spring. Grades 6-8: Engagement rate was 37% Emotion Regulation rate was 37% Sense of Belonging rate was 47% Grades 3-5: Emotion Regulation rate was 49% Growth Mindset rate was 55% Sense of Belonging rate was 63%	Grades 6-8. Engagement increase to 75% Emotion Regulation increase to 75% Sense of Belonging Increase to 75% Grades 3-5 Emotion Regulation increase to 75% Growth Mindset rate was 75% Sense of Belonging rate was 75%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

Implementation of PBIS school-wide and CHAMPs will occur in common areas. Under the guidance of our School Counselor and Outreach Specialist CHAMPs will be fully implemented in all grade levels using all components of the program for positive behavior support. School guidelines will be established and implemented throughout campus. A safe, positive and creative culture will be provided amongst students through activities such as Spirit Weeks, Social Skills Building, LGBTQ+ Alliance, FNL, and Community Circles. FNL/Student Leadership Team Meetings will occur.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF 5000-5999: Services And Other Operating Expenditures CHAMPS program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all student including English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

Healthy choices will be taught and reinforced with Red Ribbon Week. Incentives with healthy choice themes are given to students by our School Counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

500	LCFF 4000-4999: Books And Supplies Materials and student incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The Outreach Specialist will provide students with attendance and/or tardy incentives that promote regular 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)
1000	LCFF 4000-4999: Books And Supplies Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Support will be provided for the needs of Homeless Youth through weekend snack backpack distribution. The students will be identified and supported by the Outreach Specialist.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded No Additional Cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The site SARB team will hold meetings with parents of students who are chronically truant. Positive reinforcement contracts will be developed with targeted students and their parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Students, staff and parents will participate in Panorama survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Continue use of Positive Behavior Intervention Support plan school-wide, use of Restorative Justice and CHAMPS to support positive behavior, and keep suspensions at a minimum. Items for

CHAMPS Store will be purchased, which students can obtain using CHAMPS bucks. The Bulldog Paw Pad offers intervention and support for students to build positive relationships and receive counseling-based lessons and services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF - Intervention 4000-4999: Books And Supplies CHAMPS Store Items
500	LCFF 4000-4999: Books And Supplies Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The referral system for social emotional student needs is supported by the CST and SST process. All staff is trained on updated forms and procedures such as data collection and data monitoring. Students will be provided with materials to support the need of self-regulation, coping skills and healthy habits.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Intervention 4000-4999: Books And Supplies Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

TK-8th grade students will receive foundational social skills through Second Step.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Second Step program

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

School Counselor works with staff to support the social and emotional needs of students who need extra support. Targeted students needing Tier 2 RtI social and emotional support receive individual, and or group counseling lead by Counselor on topics such as divorce, friendship, anger management, and trauma. Students in foster care will be monitored closely. Panorama data will be used to target specific groups of students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries No Cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

PBIS Committee will monitor student discipline data each trimester for purposes of determining how to further support student behaviors, as well as how to implement school wide MTSS for student behaviors. PBIS Team will meet regularly to review the school plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Staff Extra Hours

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The site will promote a "Kindness Challenge" Week to promote kindness and address an anti bullying school culture on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Radios will be maintained as needed to increase communication for staff during the regular day and during safety drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies

	Materials and Supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Student recognition assemblies for high academic achievement, strong development of interpersonal skills and improvement in academic and social aspects are held.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Campus Assistants monitor students during recesses and before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Campus Assistants
18800	LCFF 2000-2999: Classified Personnel Salaries Additional Campus Assistant
3000	LCFF 2000-2999: Classified Personnel Salaries Extra Hours

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The Safety Committee will monitor the Safety Plan and make necessary revisions and updates. School wide emergency drills will be held once a month. Supplies will be replenished and updated when necessary. Inventory of appropriate safety supplies will be maintained.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra staff hours
1500	LCFF 4000-4999: Books And Supplies Safety Materials
4500	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Staff development on STOIC (Structured Classroom Teaching Behavioral Expectations, Observing and Supervising, Interacting Positively with Students and Correcting Fluently) will be given to teachers and Campus Assistants periodically throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

CHAMPS assemblies for all grade levels will review program structure after each vacation break and as needed throughout the year. Our goal is that all staff will deepen their implementation of the CHAMPS structure.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies CHAMPS prorgam

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.

Marshall School has completed the roll-up of TK-8th grade and completed its first year as a K-8 in the 2021-22 school year. Marshall has seen a need to focus on students' social-emotional well-being, especially students coming to school with trauma. One response, in particular, that was developed by the PBIS team was to incorporate a space where students could receive counseling and be given an alternative to recess to help with their social-emotional needs. As a result, the PBIS team, with the lead of the counselor, developed the "Bulldog Paw Pad" where students can go participate in games, activities, yoga, restorative circles, and lessons provided by the school counselor. The goal is for the students to achieve a positive self-being, engage positively with peers and staff, and have skills for self-regulation. Marshall also provides opportunities for students to be rewarded for positive behavior by providing a CHAMPS store. For the upcoming year, there is a high need to focus on both student emotion regulation and a sense of belonging.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Marshall continues to implement strategies to help strengthen the support of our students for their socio-emotional well-being. The implementation of the Panorama survey has allowed the team to target specific students with targeted interventions. Unfortunately, the Paw Pad was not accessible this year, but will be the upcoming school year. This year the demand for socio-emotional support was so high it required additional services that included adding morning check-ins for students in 1st through 8th grade. In addition, some students self-advocated for small groups.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, Marshall will continue to utilize the PBIS team to lead the way as we continue to monitor data and analyze the needs of our students as they roll up to older grade levels. This will include meeting the needs of not only the TK-5 grades but also the 6-8 grades as well. Student discipline, attendance, and engagement will also be monitored and analyzed monthly to determine how PBIS can help support the needs of our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and the community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in parent meetings: SSC, ELAC, PTA, Coffee with Principal	In 2021-2022 an average of 18 parents participated in PTA meetings. An average of 7 parents participated in ELAC meetings. An average of 12 parents participated in Coffee with the Counselor/ORC.	Attendance at PTA meetings will increase by 50% at PTA meetings. Attendance at ELAC meetings will increase by 50%. Attendance at Coffee with Parents meetings will increase by 50%.
Parent attendance at Virtual Back to School Night	There were 301 Parents that participated in the Virtual Back to School Night.	Parent participation at back to school night will increase by 25%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents are given an overview of involvement opportunities at 1) Kindergarten Transition, 2) Middle School Orientation and 3) Back to School Night. At these meetings, the SPSA action steps, budget and expenditures are discussed and input from parents is provided. Additionally, Title I Meeting(s) are held. Parents are invited to attend either the Chat with the Principal or Coffee with the Counselor and ORC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 2000-2999: Classified Personnel Salaries Translation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

School Site Council gives parents an opportunity to participate in a council that reviews the school budget and SPSA at regularly scheduled meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

English Learner Advisory Committee (ELAC) gives parents opportunities to become informed about reclassification, how to support their child's progress in school, community issues, safety items and other initiatives.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title III 2000-2999: Classified Personnel Salaries Babysitting

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

Parents are invited to a Spring Reclassification Celebration to honor EL students in Grades 3-8 who met reclassification requirements during the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 4000-4999: Books And Supplies Reclassification Refreshments

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents receive notices for parent meetings and other pertinent school information through Peach Jar flyers, Parent Connect and the school website.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

250	LCFF 4000-4999: Books And Supplies Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents are invited to attend Parent Teacher conferences to discuss their child's progress twice a year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700	Title I 2000-2999: Classified Personnel Salaries Translators
500	Title I 2000-2999: Classified Personnel Salaries Translators

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Family Nights give parents opportunities to learn how to support their child in the areas of Math and Visual and Performing Arts and Deaf and Hard of Hearing, AVID, 8th Grade Promotion and information meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 1000-1999: Certificated Personnel Salaries

	Teacher Extra Help
250	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help
1000	LCFF 4000-4999: Books And Supplies Promotion Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Coffee with Principal gives parents the opportunity to hear more about the school program in an informal setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Refreshments

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents receive support in areas such as parenting and nutrition in seminars lead by community agencies or staff during parent meetings throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parent volunteers will be honored with a Spring "thank you event."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Refreshments Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The ORC gives ongoing support to parents in need through Operation School Bell, health referrals and referrals to community support services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries OutReach Consultant salary

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

PTA offers parents a way to be involved in fundraising and other activities which support the instructional program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The school administration and parents will jointly develop the school's Parent Compact and Parent Involvement Policy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Annual Review

SPSA Year Reviewed: 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.

As we enter the new year, we will continue to provide families with various opportunities to be part of the school community at Marshall School. School Site Council, ELAC, PTA, DHH Parent Nights, and Coffee with Parents are meetings that provide information to parents and the community. In addition to meetings, Marshall School, in coordination with PTA, provides family dinner nights in the community to help fundraise. PTA also helps with Spring Fling which showcases the academy strand. At the beginning of the year, parents are invited to middle school orientation to learn more about middle school offerings and strand focus. Back to School Night provides an opportunity for parents and the community to learn more about our school program and interact with staff.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Initially no in-person events such as, Spring Fling, Reclassification celebration, the Sports Banquet and the remainder of the parent nights were held due to COVID-19 restrictions. We did, however, offer in person meetings for IEPs, PTA, SSC, and ELAC during the third trimester of the year. Most parents opted to continue with online meetings. The plan is for more in-person meetings next year. As Marshall is now fully established as a K-8th grade school, we will continue to strengthen our parent and community engagement and find way to ensure that our middle school families are welcomed and supported even in a virtual setting.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During 2022-2023 Marshall will continue to build upon family and community engagement, especially with the roll up of the middle school. Parents will continue to have opportunities to be part of the school community.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$78,613.00
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	$248,906.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$61,853.00
Title III	$15,633.00

Subtotal of additional federal funds included for this school: $77,486.00

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	$161,084.00
LCFF - Intervention	$10,336.00

Subtotal of state or local funds included for this school: $171,420.00

Total of federal, state, and/or local funds for this school: $248,906.00

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	61,853.00	0.00
Title III	15,633.00	0.00
LCFF	161,084.00	0.00
LCFF - Intervention	10,336.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	161,084.00
LCFF - Intervention	10,336.00
Title I	61,853.00
Title III	15,633.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,500.00
2000-2999: Classified Personnel Salaries	LCFF	21,800.00
4000-4999: Books And Supplies	LCFF	107,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	22,284.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	7,836.00
4000-4999: Books And Supplies	LCFF - Intervention	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	32,750.00
2000-2999: Classified Personnel Salaries	Title I	8,711.00

4000-4999: Books And Supplies	Title I	16,842.00
5000-5999: Services And Other Operating Expenditures	Title I	2,550.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	5,640.00
2000-2999: Classified Personnel Salaries	Title III	300.00
4000-4999: Books And Supplies	Title III	9,693.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	196,356.00
Goal 2	46,800.00
Goal 3	5,750.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Mary Elisondo	Principal
Maureen Aryeetey	Classroom Teacher
Sarah Falls	Classroom Teacher
Sandy Sloan	Classroom Teacher
Alex Salazar	Other School Staff
Xilomen Durazo	Parent or Community Member
April Luis	Parent or Community Member
Jeannete Cortez	Parent or Community Member
Brenda Pacheco Perez	Parent or Community Member
Lucy Castillo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 6, 2022.

Attested:

	Principal, M. Elisondo on June 6, 2022
	SSC Chairperson, Sandy Sloan on June 6, 2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Christa McAuliffe Elementary School	56725380100362	June 15, 2022	August 24, 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.

At Christa McAuliffe Elementary School, every morning all students and staff say, "It's Always a Great Day to Be a Challenger!" We believe that students can reach their academic potential in a safe, fun, and engaging learning environment. Our vision coincides with the Oxnard School District profile where we strive for students to become innovators, problem solvers, achievers, global thinkers, collaborators, digital learners, and children who are focused on the future. McAuliffe's vision is to "to empower all children to achieve excellence by unlocking their full potential, incorporating STEAM practices while fostering a student-centered culture, cultivating responsible citizens, and ensuring students are equipped to meet the challenges in the world around them." While the 2021-2022 school year was a transition year returning from COVID, we plan to hit the ground running for the 2022-2023 school year with a focus on achieving academic excellence. The overall plan highlights 3 goals; academics, socio-emotional support, and parent engagement.

The first goal of the School Plan for Student Achievement, SPSA, is instruction, assessment and monitoring of students in the core of academics - Math and English Language Arts. The staff has

committed to first instruction practices by teaching grade level standards through an Accelerated Learning model. We believe that with high quality first-instruction, which includes; standards based lesson design, classroom interventions, resources, and use of evidence-based practices, 85% of students will reach mastery of the Common Core State Standards. Part of effective first instruction practices include targeting instruction through the Cycle of Inquiry which entails Analyzing Evidence, Determining a Focus, Implementing and Supporting, and Analyzing Impact. When interventions are needed, teachers use data and remediation strategies to pinpoint focus skills while working with small groups and individual students.

The second goal of the SPSA is Social-Emotional Learning, and we believe students need to be well-rounded and aware of their well-being to succeed in the future. Supports for SEL include; our PBIS Committee dedicated to the STOIC model through our S.T.A.R. (Strive to be present every day, Treat others with kindness, Act responsibly, Respect others) expectations. Similar to CHAMPS, STAR focuses on creating clear expectations in common areas and in the classroom. Additionally, our Counselor and Outreach Coordinator will provide consistent SEL support through class presentations, assemblies, parent nights, and small groups, and staff daily Community Circles every morning.

Through the last goal of the SPSA we are finding ways to support families through their child's education. We firmly believe that a child's education is a partnership best served when both sides are working together in unity. We plan to offer several opportunities for families to provide input, engage in the learning process, communicate to staff, partake of resources, and support students.

In this year's plan, our goals remain the same, but how we provide support looks different.

Goal One - ACADEMICS
1. This academic school year, our students, across all grades, will focus on exceeding, achieving, or moving closer to mastering grade-level standards. Teachers are committed to increasing academic achievement across English Language Arts and Mathematics content areas. These areas will be assessed by using STAR 360 Assessments, Interim Assessment Blocks (IABs) and teacher-generated assessments (Kindergarten). Teachers have created a plan to increase student achievement through first instruction practices, an in-depth analysis of the Cycle of Inquiry, and targeted interventions.

- Teachers have committed to having students demonstrate high-level Depth of Knowledge through writing across the curriculum. We believe that with this commitment students will be able to articulate their thoughts through writing and, as a result, demonstrate mastery of Common Core Standards.

2. McAuliffe Teachers are in year 5 of Professional Learning Community training. Teachers collaborate through focused conversations to plan, analyze data, set goals, and share strategies to support below benchmark, at-benchmark, and exceeding benchmark students.

- Students not making significant progress are identified through data analysis and student monitoring conferences by the teacher and administration. Students identified as not meeting benchmark receive Tier I instruction and interventions within the classroom. Any student needing Tier II or Tier III level Interventions are supported through a small group setting, team-teaching amongst the grade-level, Intervention Service Provider (ISP) and Literacy Intervention Teacher (LIT). Students at Tier II may be referred to Coordination of Services Team (CST) and/or the Student Success Team (SST). The Multi-Tiered System of Supports (MTSS), which includes CST and SST, is a multifaceted support system. Students identified through this process are provided interventions, tools, or strategies (with social/emotional support, as necessary).

3. Our site has six Special Day Classes serving students with special needs. Four of those classes are dedicated to students who have moderate to severe disabilities. Two of our Special Day Classes support students who have mild/moderate disabilities and have eligibility for Emotional Disturbance.

4. As McAuliffe is a STEAM Academy, we focus on Science, Technology, Engineering, Arts, and Mathematics (STEAM) practices while embedding them in instruction as well as providing enrichment opportunities. McAuliffe has a rich history of incorporating the STEAM activities into instruction including learning through visual arts, interactive science lessons, plays, poetry reading, and writing.

Goal Two - SOCIO-EMOTIONAL
5. A concerted effort has been made by staff to create and maintain a student-centered culture that cultivates responsible citizens and ensures students are equipped to meet the challenges in the world around them. Our school guidelines follow the acronym S.T.A.R. These represent: Strive to be present every day - Treat others with kindness - Act responsibly - Respect others and their belongings. These guidelines provide expectations to students for their behavior, in and out of class. Student behavior is incentivized by receiving STARbucks that will be placed in a raffle to be cashed in weekly. The expectations are shared in morning announcements, assemblies, in the classroom through school signage, and parents receive them through social media, including our website.
To promote positivity and acceptance throughout the school, we created the motto of "It's Always a Great Day to be a Challenger" to demonstrate that all students and staff are accepted and welcomed at our school. This, coupled with our daily Community Circles, builds relationships and connections with others on the campus.
The PBIS Team also reviews data and provides support to staff and teachers who request suggestions on how to support students with behavior. McAuliffe earned a Bronze PBIS award for it's efforts in creating positive behavior supports in the classroom and we will strive for the silver award by further creating supports in common areas such as the cafeteria, playground, recess area, hallway, and library.

Our site feels an obligation to be culturally responsive and honor diversity. Our site Library/Media Tech has a special focus this year on diversity and acceptance. Each week, when a class visits the library she will read a book related to this focus.

Goal Three - PARENT - ENGAGEMENT
6. A key part of the academic, social, and emotional support to students is parent participation. The strongest component of parent involvement is the site Parent Teacher Association (PTA). The partnership with the PTA provides an avenue for parents to participate through volunteering, fundraising, and creating a climate of inclusivity. Our English Learner Advisory Committee and School Site Council are also avenues for parents to partner with the school. The role of the parent is vital to the mission and vision we have for students in meeting the goals outlined in this document.

7. Parents are invited to participate in any of our councils, meetings, associations or chats about supports the school offers to their children.

8. Communication on how to support the family/school partnership will be shared through newsletters, emails, social media posts, and videos by our site administrator and other McAuliffe staff.

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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.

Throughout the year, administration visited classroom with informal "pop-ins" as well as formal evaluations. The focus of the informal and formal evaluations was to observe the Cycle of Inquiry in action. Feedback was offered from the Principal as to how best to support instruction as it applied to the Cycle of Inquiry.

The observation findings proved that the Cycle of Inquiry was being implemented, but there was room for improvement. Observations proved that teachers are using data to inform their teaching practices. Specifically, there is an inconsistent use of targeted small group instruction. creating small groups focusing on proper targets is an area of growth across all grade levels. We will continue working on using data after first instruction to determine which students in each class need additional targeted Tier 1 instruction.

We will continue to use weekly classroom observations and data to progress monitor all students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McAuliffe has been and will continue to use site-based, district and state assessments to inform and improve instruction, student learning and social emotional well-being. These assessments include: Star, IABs, writing and Panorama surveys. Weekly meetings are held with staff to discuss and analyze results using the Cycle of Inquiry to inform planning for instruction and development of needed supports.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is reviewed weekly during PLC meetings. The Cycle of Inquiry is the foundation that guides the discussions in Professional Learning Communities. Each teacher has committed to the Cycle of Inquiry which consists of; analyze the evidence, determine a focus, implement and support, and analyze impact. Focused PLC meetings take place 2-3 times a month and each meeting targets 1 aspect within the Cycle of Inquiry. It is a process that the staff has committed to repeating in 6-8 week cycles.

In addition, each teacher will meet with administration to analyze data for each student in their classroom. The goal of the student progress monitoring is to ensure all student needs are met. Topics of progress monitoring meetings consist of differentiating instruction, providing in-class interventions, lesson design, and aspects of "Child Find."

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McAuliffe teachers are in the fifth year of Professional Learning Community (PLC) training. The focus this year is demonstrating high level DOK through writing. The purpose of the PLC time is to improve student achievement through the Cycle of Inquiry using a writing lens. Our team and staff believe our actions, through a deep dive into the Cycle of Inquiry and a focus on Tier 1first Instruction, will raise student achievement. Additional foci of PLC time include Social-Emotional Learning (MTSS Pyramid- Tier 1- PBIS/SEL) and Interventions (MTSS Pyramid- Tier 2 RtI Academic). Time is offered on the 2nd, 3rd and 4th Tuesday of the month for PLC's to meet.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified by a teacher in the data analysis part of the Cycle of Inquiry are supported in class through interventions such as small group instruction, differentiating instruction, and targeted skill-based remediation techniques. The groups are flexible and based upon a student's needs. Any student needing supports beyond Tier I classroom intervention is supported within the Multi-tiered System of Supports process that includes daily intervention and analysis of progress and within a six to eight-week cycle. Students are referred to the Coordination of Services Team if they do not make significant progress. This Team reviews and discusses the progress of students and determines if a student is to move forward in the process that can lead to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines. At any time, a parent or other person can request an assessment for Special Education.

Evidence-based educational practices to raise student achievement

The McAuliffe staff is committed to teaching grade level standards through Accelerated Learning, not remediation. The focus of the Accelerated learning is using the Priority Standards as a foundation to use evidence-based classroom strategies to raise student achievement. McAuliffe has committed to Tier 1 instruction for ALL students where 85% of students will reach the lesson objective and grade level benchmark through detail-oriented lesson design and evidence-based strategies.
An important factor in raising student achievement is teacher collaboration through focused Professional Learning Communities. The PLC's have committed to analyzing data through the Cycle of Inquiry to target and meet all student needs.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Currently, parental engagement is made available to parents of under-achieving students through the activities and funding outlined in the School Plan for Student Achievement. This includes a beginning of the year Transitional Kindergarten and Kindergarten Orientation where academic and behavior expectations are outlined. Throughout the year, parents are invited to attend Back to School Night and Family nights that emphasize STEAM, Middle School Transition, and college introduction. Parents are asked to attend formal Teacher/Parent Conferences to discuss their child's progress. However, parents are encouraged to inquire about their child's progress by having informal meetings with teachers, requesting IEPs, or requesting to meet with any support staff such as the School Psychologist, Site Counselor, Outreach Coordinator and/or Administrator.
In addition, The Outreach Coordinator is planning events such as; kinder reading on the lawn, literacy nights, movie nights, and math night to encourage more parent involvement.
PTA continues to support during these events and School Site Council and ELAC have a presence to ensure that stakeholders are listened to.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, Faculty, Staff, Parents and Community members are Stakeholders whom we value. These Stakeholders are all encouraged and invited to share their input regarding student success, goals, strategies, and ideas of how to best serve the families and students represented at McAuliffe Elementary. Each member is key in outlining and providing input in the goals and activities outlined in this plan. The input for this year's School Plan for Student Achievement (SPSA) began in the spring of 2022 as faculty, staff and parents evaluated the upcoming year's SPSA. Members of the site Leadership Team, School Site Council and English Language Advisory Committee analyzed the goals, strategies, and funding for this school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The determination of which funded services are offered to students and parents is determined by the analysis of data provided by site-based, district benchmark, state assessments and surveys. Categorical funding from Title I supports interventions for below benchmark students. Title III funding is focused on English Learners. Title I funding will subsidize the collaboration time offered in the Professional Learning Communities and will allow purchase of supplies to support student achievement.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “school-wide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A regular part of the creation of the School Plan for Student Achievement (SPSA) is a spring (prior year) evaluation of the goals, strategies, and funding by the Site Leadership team. The results are reported back to the staff by their team representative. For example; the SSC valued funding towards the library. They asked if a total of $5,000 could be allocated from Title 1 funds for books other than textbooks. The administration and teacher representatives on school site council brought the input back to the Site Leadership and all agreed. The change was made in a final SSC meeting on June 15, 2022.

Parent groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA) are included in the development process and they provide input into the plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The substitute shortage has impacted our instructional program as our teachers have not been able to attend several Professional Development opportunities during the school day. The para educator shortage has impacted our instructional program as well in TK, Kindergarten and all Special Education classes.

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%	0%	%	0	0	
African American	2.37%	1.7%	%	15	10	
Asian	1.74%	1.0%	%	11	6	
Filipino	2.69%	3.2%	%	17	19	
Hispanic/Latino	79.3%	80.1%	%	502	475	
Pacific Islander	0.32%	0.3%	%	2	2	
White	10.9%	9.8%	%	69	58	
Multiple/No Response	2.69%	3.9%	%	17	23	
			Total Enrollment	633	593	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	123	104	
Grade 1	96	100	
Grade 2	100	96	
Grade3	90	94	
Grade 4	111	86	
Grade 5	113	113	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	633	593	

Conclusions based on this data:

Based on the Student Enrollment data provided, the ethnic makeup of students at McAuliffe is 80.1% Hispanic; 9.8% White with the remaining percentage a mixture of ethnicities. The percentage of these groups has remained fairly consistent from year to year. Approximately 40% of students enrolled at McAuliffe are Intra/Inter district

transfers or overflowed from their home school. The enrollment for the 2021-22 decreased by 55 students. McAuliffe will continue to monitor the Enrollment data to identify any specific supports needed by subgroup or grade.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	196	149	134	28.1%	23.5%	22.6%
Fluent English Proficient (FEP)	40	48	48	5.7%	7.6%	8.1%
Reclassified Fluent English Proficient (RFEP)	26	47	30	12.8%	24.0%	20.1%

Conclusions based on this data:

Through our Reclassification process, our English Learners are classified as follows: 8.1% Fluent English Proficient; 22.6% are English Learners and 20.1% are Reclassified (RFEP). The data represented shows an increase of students who are identified as Fluent English Proficient from the 18-19 school year to 20-21 school year, yet a decrease of 17 students who were RFEP'd from 19-20 school year to 20-21, which is 3.9% less.

Our goal is to increase the percent of RFEP'd students by 10% to 30.1% for the 21-22 school year. The teachers have committed to offering Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day. In addition, we plan on implementing a 5 week intensive after school test prep program (ELPAC Boot Camp) to prepare EL students for the ELPAC test in mid-March. Our goal is to have 3 teachers teach the after school test prep in classes of 20 students or less.

School and Student Performance Data

Star Early Literacy

Christa McAuliffe Elementary School											
		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
Grade K	44	3	7%	5	11%	4	9%	32	73%	4	816
Grade 1	55	10	18%	6	11%	8	15%	31	56%	4	831
Grade 2	83	27	33%	18	22%	13	16%	25	30%	2	886

Conclusions based on this data:

For the STAR Early Literacy, 81% of Kinder students scored at Levels 3 and 4, while 71% of 1st graders scored at Levels 3 and 4, and 46% of 2nd graders scored at Levels 3 and 4. These numbers can be a bit deceiving because when students reach the early reading stages they forego the STAR Early Literacy Assessment and begin taking the STAR Reading Assessment. This transition typically takes place half-way through grade 1. Nevertheless, the STAR Early Literacy data indicates that there are a significant amount of students at the Urgent Intervention and Intervention level.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Kinder, 1st, and 2nd grade teachers have committed to using the results as a baseline to collect data initializing the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and reassessing. This process will take place 5 times throughout the academic school year.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom working with all students in a small group setting daily. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.

School and Student Performance Data

Star Reading

Christa McAuliffe Elementary School											
		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 2	84	33	39%	19	23%	18	21%	14	17%	2	898
Grade 3	89	42	47%	22	25%	12	13%	13	15%	1	934
Grade 4	86	28	33%	25	29%	16	19%	17	20%	2	1005
Grade 5	77	25	32%	22	29%	23	30%	7	9%	2	1020

Conclusions based on this data:

STAR Reading Data shows that:
38% of 2nd graders are met/exceeded standard
28% of 3rd graders are met/exceeded standard
39% of 4th graders are met/exceeded standard
39% of 5th graders are met/exceeded standard.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Second, Third, Fourth, and Fifth grade teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and analyzing impact. This cycle will take place 5 times throughout the academic school year.

Our focus this year is two fold: we plan on implementing Tier 1 and Tier 2 interventions to support the students at Level 1. Using the data, we plan on implementing targeted in-class interventions focusing on small group instruction as well as using our other resources such as the ISP and LIT teachers to also pull out students and target skills. In addition we plan on targeting students in Level 2 by implementing targeted in-class interventions focusing on small group instruction with the goal of improving them to Level 3.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.

School and Student Performance Data

Star Math

Christa McAuliffe Elementary School											
		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 1	63	17	28%	20	33%	19	32%	4	7%	2	847
Grade 2	77	27	32%	28	33%	25	29%	5	6%	2	907
Grade 3	73	48	57%	17	20%	12	14%	7	8%	1	934
Grade 4	83	22	29%	23	30%	21	28%	10	13%	2	1003
Grade 5	25	45	59%	20	26%	6	8%	5	7%	1	1018

Conclusions based on this data:

STAR Math Data shows that:
39% of 1st graders are met/exceeded standard
35% of 2nd graders are met/exceeded standard
22% of 3rd graders are met/exceeded standard
41% of 4th graders are met/exceeded standard.
15% of 5th graders are met/exceeded standard

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Second, Third, Fourth, and Fifth grade teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and analyzing impact. This cycle will take place 5 times throughout the academic school year.

Our focus this year is two fold: we plan on implementing Tier 1 and Tier 2 interventions to support the students at Level 1. Using the data, we plan on implementing targeted in-class interventions focusing on small group instruction as well as using our other resources such as the ISP and LIT teachers to also pull out students and target skills. In addition we plan on targeting students in Level 2 by implementing targeted in-class interventions focusing on small group instruction with the goal of improving them to Level 3.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.

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 3	127	117		127	115		127	114		100	98.3	
Grade 4	132	121		130	118		130	118		98.5	97.5	
Grade 5	124	137		124	134		124	134		100	97.8	
All Grades	383	375		381	367		381	366		99.5	97.9	

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	2407.	2404.		13.39	13.16		25.20	18.42		32.28	38.60		29.13	29.82	
Grade 4	2425.	2448.		14.62	17.80		16.15	22.88		23.08	24.58		46.15	34.75	
Grade 5	2456.	2486.		11.29	17.16		20.97	29.10		22.58	18.66		45.16	35.07	
All Grades	N/A	N/A	N/A	13.12	16.12		20.73	23.77		25.98	26.78		40.16	33.33	

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

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	18.11	16.81		52.76	63.72		29.13	19.47	
Grade 4	15.38	15.25		48.46	51.69		36.15	33.05	
Grade 5	13.71	20.15		45.16	47.76		41.13	32.09	
All Grades	15.75	17.53		48.82	53.97		35.43	28.49	

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	12.60	8.85		52.76	53.10		34.65	38.05	
Grade 4	12.31	11.02		39.23	56.78		48.46	32.20	
Grade 5	14.52	14.93		45.16	51.49		40.32	33.58	
All Grades	13.12	11.78		45.67	53.70		41.21	34.52	

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	8.66	11.40		70.87	65.79		20.47	22.81	
Grade 4	14.62	13.56		63.08	72.03		22.31	14.41	
Grade 5	6.45	20.15		57.26	53.73		36.29	26.12	
All Grades	9.97	15.30		63.78	63.39		26.25	21.31	

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	22.05	20.35		53.54	50.44		24.41	29.20	
Grade 4	16.92	14.41		46.15	53.39		36.92	32.20	
Grade 5	16.13	28.36		40.32	42.54		43.55	29.10	
All Grades	18.37	21.37		46.72	48.49		34.91	30.14	

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:

When comparing scores from 18-19 to 21-22, the general pattern is that 4th grade scores improved, while 3rd and 5th grade scores decreased slightly.

With this information, teams will collaborate with the 4th grade team to discuss their effective strategies and what led to their improved scores.

In addition, the data has helped shape our goals for the 22-23 school year. Our focus this year is two fold: we plan on implementing Tier 1 and Tier 2 interventions to support the students at Level 1. Using the data, we plan on implementing targeted in-class interventions focusing on small group instruction as well as using our other resources such as the ISP and LIT teachers to also pull out students and target skills. In addition we plan on targeting students in Level 2 by implementing targeted in-class interventions focusing on small group instruction with the goal of improving them to Level 3.

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 3	127	117		127	113		127	113		100	96.6	
Grade 4	132	121		130	119		129	119		98.5	98.3	
Grade 5	124	137		123	132		123	132		99.2	96.4	
All Grades	383	375		380	364		379	364		99.2	97.1	

* 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	2384.	2401.		4.72	7.08		20.47	26.55		26.77	28.32		48.03	38.05	
Grade 4	2413.	2432.		2.33	7.56		7.75	21.01		38.76	27.73		51.16	43.70	
Grade 5	2434.	2448.		6.50	6.82		9.76	11.36		20.33	31.06		63.41	50.76	
All Grades	N/A	N/A	N/A	4.49	7.14		12.66	19.23		28.76	29.12		54.09	44.51	

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	10.24	12.50		28.35	37.50		61.42	50.00	
Grade 4	3.88	15.13		27.91	23.53		68.22	61.34	
Grade 5	7.32	7.58		18.70	22.73		73.98	69.70	
All Grades	7.12	11.57		25.07	27.55		67.81	60.88	

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	9.45	18.75		48.03	47.32		42.52	33.93	
Grade 4	5.43	14.29		44.19	42.02		50.39	43.70	
Grade 5	8.13	9.09		38.21	40.15		53.66	50.76	
All Grades	7.65	13.77		43.54	42.98		48.81	43.25	

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	9.45	11.61		51.97	53.57		38.58	34.82	
Grade 4	6.98	15.13		35.66	37.82		57.36	47.06	
Grade 5	7.32	6.06		38.21	44.70		54.47	49.24	
All Grades	7.92	10.74		41.95	45.18		50.13	44.08	

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:

When comparing scores from 18-19 to 21-22, the general pattern is that 4th grade scores improved, while 3rd and 5th grade scores decreased slightly.

With this information, teams will collaborate with the 4th grade team to discuss their effective strategies and what led to their improved scores.

In addition, the data has helped shape our goals for the 22-23 school year. Our focus this year is two fold: we plan on implementing Tier 1 and Tier 2 interventions to support the students at Level 1. Using the data, we plan on implementing targeted in-class interventions focusing on small group instruction as well as using our other resources such as the ISP and LIT teachers to also pull out students and target skills. In addition we plan on targeting students in Level 2 by implementing targeted in-class interventions focusing on small group instruction with the goal of improving them to Level 3.

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
K	1386.2	1426.0	1369.0	1393.7	1439.3	1376.5	1368.4	1394.8	1351.2	31	35	21
1	1478.9	1434.6	1374.7	1478.8	1432.2	1385.5	1478.4	1436.6	1363.6	37	23	19
2	1496.9	1515.5	1414.6	1487.9	1502.9	1425.0	1505.5	1527.6	1403.6	44	36	17
3	1453.4	1487.1	1449.0	1442.4	1478.4	1453.4	1463.9	1495.2	1444.1	33	27	21
4	1483.9	1533.2	1510.4	1473.5	1523.0	1512.2	1493.8	1543.0	1508.0	24	23	22
5	1529.8	1533.5	1512.3	1511.1	1515.5	1510.4	1548.0	1551.1	1513.9	12	15	27
All Grades										181	159	127

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	*	20.00	9.52	41.94	40.00	33.33	*	34.29	33.33	*	5.71	23.81	31	35	21
1	64.86	13.04	0.00	*	52.17	47.37	*	21.74	15.79	*	13.04	36.84	37	23	19
2	56.82	38.89	11.76	34.09	38.89	35.29	*	13.89	23.53	*	8.33	29.41	44	36	17
3	*	7.41	19.05	51.52	40.74	23.81	*	44.44	38.10	*	7.41	19.05	33	27	21
4	*	43.48	13.64	45.83	34.78	54.55	*	21.74	22.73	*	0.00	9.09	24	23	22
5	*	13.33	14.81	*	60.00	37.04	*	26.67	37.04		0.00	11.11	12	15	27
All Grades	35.91	23.90	11.81	38.12	42.77	38.58	13.26	27.04	29.13	12.71	6.29	20.47	181	159	127

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	38.71	25.71	19.05	*	42.86	33.33	*	25.71	19.05	*	5.71	28.57	31	35	21
1	62.16	21.74	26.32	*	47.83	26.32	*	17.39	21.05	*	13.04	26.32	37	23	19
2	68.18	47.22	23.53	*	38.89	29.41	*	5.56	23.53	*	8.33	23.53	44	36	17
3	*	22.22	23.81	*	44.44	28.57	*	22.22	23.81	*	11.11	23.81	33	27	21
4	*	56.52	45.45	*	21.74	36.36	*	21.74	13.64	*	0.00	4.55	24	23	22
5	*	40.00	37.04	*	53.33	40.74		6.67	7.41	*	0.00	14.81	12	15	27
All Grades	46.96	35.22	29.92	28.18	40.88	33.07	10.50	16.98	17.32	14.36	6.92	19.69	181	159	127

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	*	2.86	4.76	*	34.29	19.05	41.94	57.14	47.62	*	5.71	28.57	31	35	21
1	62.16	8.70	0.00	*	43.48	21.05	*	30.43	42.11	*	17.39	36.84	37	23	19
2	54.55	27.78	0.00	29.55	41.67	35.29	*	22.22	29.41	*	8.33	35.29	44	36	17
3	*	0.00	4.76	*	25.93	19.05	39.39	70.37	47.62	*	3.70	28.57	33	27	21
4		17.39	9.09	*	47.83	18.18	*	34.78	54.55	*	0.00	18.18	24	23	22
5	*	13.33	3.70	*	13.33	11.11	*	73.33	66.67		0.00	18.52	12	15	27
All Grades	33.15	11.95	3.94	23.76	35.85	19.69	24.86	45.91	49.61	18.23	6.29	26.77	181	159	127

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	48.39	20.00	9.52	*	74.29	61.90	*	5.71	28.57	31	35	21
1	75.68	47.83	47.37	*	39.13	26.32	*	13.04	26.32	37	23	19
2	72.73	58.33	29.41	*	38.89	47.06	*	2.78	23.53	44	36	17
3	*	14.81	23.81	54.55	66.67	52.38	*	18.52	23.81	33	27	21
4	*	52.17	45.45	66.67	47.83	50.00	*	0.00	4.55	24	23	22
5	*	13.33	33.33	*	73.33	48.15		13.33	18.52	12	15	27
All Grades	52.49	35.85	31.50	35.36	55.97	48.03	12.15	8.18	20.47	181	159	127

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	*	34.29	23.81	45.16	51.43	42.86	*	14.29	33.33	31	35	21
1	59.46	4.35	10.53	*	82.61	47.37	*	13.04	42.11	37	23	19
2	61.36	36.11	23.53	31.82	55.56	47.06	*	8.33	29.41	44	36	17
3	45.45	25.93	42.11	*	62.96	31.58	36.36	11.11	26.32	33	27	19
4	50.00	52.17	52.38	*	39.13	38.10	*	8.70	9.52	24	23	21
5	*	73.33	60.00	*	26.67	30.00	*	0.00	10.00	12	15	20
All Grades	50.83	35.22	35.90	30.39	54.72	39.32	18.78	10.06	24.79	181	159	117

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	*	2.86	9.52	64.52	91.43	61.90	*	5.71	28.57	31	35	21
1	62.16	26.09	5.26	*	60.87	57.89	*	13.04	36.84	37	23	19
2	65.91	36.11	23.53	25.00	52.78	47.06	*	11.11	29.41	44	36	17
3	*	0.00	9.52	60.61	81.48	52.38	36.36	18.52	38.10	33	27	21
4		4.35	4.55	70.83	82.61	63.64	*	13.04	31.82	24	23	22
5	*	13.33	7.41	*	80.00	59.26		6.67	33.33	12	15	27
All Grades	33.70	14.47	9.45	45.86	74.21	57.48	20.44	11.32	33.07	181	159	127

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	45.16	28.57	33.33	*	48.57	38.10	*	22.86	28.57	31	35	21
1	43.24	17.39	0.00	45.95	65.22	47.37	*	17.39	52.63	37	23	19
2	47.73	27.78	0.00	45.45	66.67	64.71	*	5.56	35.29	44	36	17
3	*	11.11	9.52	60.61	81.48	66.67	*	7.41	23.81	33	27	21
4	*	39.13	13.64	75.00	60.87	72.73	*	0.00	13.64	24	23	22
5	*	13.33	3.70	*	86.67	74.07		0.00	22.22	12	15	27
All Grades	37.02	23.90	10.24	49.17	66.04	61.42	13.81	10.06	28.35	181	159	127

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:

The data shows that the trend continues and McAuliffe has significantly decreased the amount of students that are taking the ELPAC.

Despite the decrease in students taking the ELPAC test, McAuliffe students are not performing as well as previous years in virtually every category. In turn, students at the beginning level are higher than ever before.

The McAuliffe staff plans to create a plan to identify EL"s in the classroom early and provide differentiated instruction and interventions as needed following the integrated ELD model. In addition, we plan on hosting a ELPAC "boot camp" to prepare students to take the test. Last year, the ELPAC boot camp was a total of 3 weeks. This year, we plan on holding the ELPAC boot camp for a total of 5 weeks.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Mathematics

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

In the event that the 2021-22 CAASPP ELA and CAASPP Mathematics Assessments are taken the following data will serve as the Metrics/Indicators, Baseline/Actual Outcomes and Expected Outcomes.

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 2021-2022	3rd Grade - 22% of students Met or Exceeded on the CAASPP 4th Grade - 44% of students Met or Exceeded on the CAASPP 5th Grade - 39% of students Met or Exceeded on the CAASPP	3rd-5th: The percentage of students scoring at the Met or Exceeded will increase by 5%. Those who scored at Met or Exceeded will maintain their status on the CAASPP. Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
CAASPP Math 2021-2022	3rd Grade - 24% of students Met or Exceeded on the CAASPP	3rd - 5th: The percentage of students scoring at the Met or Exceeded will increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade - 33% of students Met or Exceeded on the CAASPP 5th Grade - 11% of students Met or Exceeded on the CAASPP	Those who scored at Met or Exceeded will maintain their status on the CAASPP. Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
STAR Reading and Early Literacy Kindergarten - 1st: Percentage of students achieving CAASPP benchmark on STAR Early Literacy Assessment 2nd - 5th: Percentage of students achieving CAASPP benchmark on STAR Reading	As measured by the Star Early Literacy End of Year 21-22 administration: Kindergarten - 73% of students At or Above Benchmark level 1st Grade - 56% of students At or Above Benchmark level As measured by the Star 360 Reading End of Year 21-22 administration: 2nd Grade - 38% of students At or Above Benchmark level 3rd Grade - 28% of students At or Above Benchmark level 4th Grade - 39% of students At or Above Benchmark level 5th Grade - 41% of students At or Above Benchmark level	As measured by the Star Early Literacy: Kindergarten - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 78% by June. 1st Grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 66% by June. As measured by the Star Reading: 2nd grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 43% by June. 3rd grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 36% by June. 4th grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 44% by June.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		5th grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 46% by June. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.
STAR 360 Math and Kinder Math Assessment Kindergarten: Site Assessment for Math 1st - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Math	Kindergarten - As measured by a teacher-generated assessments for End of Year 21-22, 76% of students can count to 100, read, write and represent numbers to 20, add and subtract fluently to 5, and use math manipulatives/pictures to add and subtract to 10. As measured by the STAR 360 Math End of Year 21-22 administration: 1st Grade - 38% of students At or Above Benchmark level 2nd Grade - 35% of students At or Above Benchmark level 3rd Grade - 23% of students At or Above Benchmark level 4th Grade - 42% of students At or Above Benchmark level 5th Grade - 15% of students At or Above Benchmark level	Kindergarten - As measured by a teacher-generated assessments for End of Year 22-23, 81% of students will be able to count to 100, read, write and represent numbers to 20, add and subtract fluently to 5, and use math manipulatives/pictures to add and subtract to 10. As measured by the STAR 360: 1st Grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 43% by June. 2nd grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 40% by June. 3rd grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 28% by June. 4th grade - the percentage of students scoring At or Above Benchmark by end of year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2022-23 will increase to 47% by June. 5th grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 20% by June. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.
English Learners Reclassification Rate	In 2021-22, 9 students were Reclassified Fluent English Proficient following the district's reclassification procedures.	Increase the amount of students who are Reclassified Fluent English Proficient based on district reclassification procedures by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

English Language-Arts:
Implementation of District adopted ELA curriculum (Wonders) as aligned with CCSS.

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations.

Materials and supplies will be purchased to support and supplement the core instructional program. Materials and Supplies may include, but not limited to:

- Hunks and Chunks
- Easy Phonics
- Reading Horizons

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies District Adopted Materials
3000	LCFF 4000-4999: Books And Supplies Warehouse Charges
6000	LCFF 4000-4999: Books And Supplies Instructional Supplies and Supplemental Materials
1000	LCFF 5000-5999: Services And Other Operating Expenditures Graphics and Publications

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

Writing:
Provide planning time for grade levels to write and map out a writing plan per trimester, per genre.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7545	Title I 1000-1999: Certificated Personnel Salaries Grade level PLC time to map out writing plan
4000	Title I 4000-4999: Books And Supplies Supplemental Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Math:
Implementation of District adopted Math curriculum (MyMath) as aligned with CCSS.

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations.

Materials and supplies will be purchased to support and supplement the core instructional program. Materials, supplies and PD include, but not limited to:

- Engage New York
- Mathematical Mindset
- Maths PD from Math Manager- Julie Prater
- ST Math PD
- Math journals
- Number Sense materials

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded District Adopted Materials
2000	LCFF 4000-4999: Books And Supplies Warehouse Charges
6000	LCFF 4000-4999: Books And Supplies Instructional Supplies and Supplemental Materials
1000	LCFF 5000-5999: Services And Other Operating Expenditures Graphics and Publications

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

Social Studies:
Subscription to Studies Weekly periodical. A weekly subscription focused on Social Studies from 2nd-5th grade. The focus of the subscription is CCSS-based and culturally relevant, equity based.

Piloting of History-Social Science curriculum based on new standards released in 2017. Currently, 4 McAuliffe teachers have joined this piloting team to be fully implemented school-wide in 23-24 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum and Materials for piloting new H-SS curriculum
3200	LCFF 5000-5999: Services And Other Operating Expenditures Studies Weekly Subscription
1000	LCFF 4000-4999: Books And Supplies Supplemental Materials

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

Science:
Implementation of District adopted Science curriculum (Twig Science) as aligned with NGSS.

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations.

Materials and supplies will be purchased to support and supplement the core instructional program. Materials, supplies and PD include, but not limited to:

- Mystery Science

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Twig curriculum and materials
1000	LCFF 4000-4999: Books And Supplies Supplemental materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

English Language Development:

Implement the District Master Plan for English Learners.
Ensure implementation of McGraw-Hill ELD Curriculum through direct and embedded ELD instruction. Content area instruction will be supported through SIOP strategies.
Students placed in ELPAC proficiency leveled groups for ELD and provide instruction and intervention based on language goals.
Use data to target the specific educational needs of EL students and provide appropriate support and/or intervention.
Provide time, through staff development and release time for teachers to analyze EL assessments.
Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kindergarten.
Recognize student Reclassification at an annual assembly.
Use District EL TOSAs to provide PD and support of designated and integrated EL instructional time.
Three teachers to implement a 5 week intensive after-school tutoring ("Boot Camp") for EL students to lead up and prepare for taking the ELPAC test.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries District EL TOSA

8935	Title III 1000-1999: Certificated Personnel Salaries 5 week after school tutoring - ELPAC Preparation "Boot Camp" (4 teachers)
250	Title III 4000-4999: Books And Supplies Reclassification Awards and Assembly
	District Funded ELD Curriculum and Materials
1265	Title III 4000-4999: Books And Supplies Supplemental Materials to Support ELPAC boot camp

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 (from low-performing students to GATE students)

Strategy/Activity

Teacher collaboration, observations and data analysis will occur in order to best address the needs of all students and maintain a Professional Learning Community. The primary focus of the PLC's is the Cycle of Inquiry (Analyze the evidence, determine a focus, Implement and support, and Analyze the Impact). The data will apply in the classroom as teachers will gain further knowledge on differentiating instruction to challenge low-performing students and GATE students in the same lesson.

This year, Teacher collaboration and planning will take place in 2 forms:
1. Staff meetings on Tuesdays: The core of staff meetings with be for teachers to meet (with administrative guidance) for student progress monitoring. The purpose of the progress monitoring is to further analyze the data through a Cycle of Inquiry lens while looking at first instruction practices and lesson design, provide resources and support, analyze data, provide targeted interventions based on student need, and identify students to be in the CST/SST process.
2. Banking days on Wednesdays: Wednesdays are "bank days" and are days where students are released from school 1 hour earlier. Teachers will have extra time to collaborate and plan with a focus on the Cycle of Inquiry.

In addition, the leadership team will meet once a month to plan for the upcoming year and lead their grade level PLC's.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3100	LCFF 1000-1999: Certificated Personnel Salaries Leadership Team Meetings
	District Funded 1000-1999: Certificated Personnel Salaries PLC Meetings and Student Progress Monitoring Meetings
2000	LCFF 4000-4999: Books And Supplies Staff meetings and PLC meetings

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

Use the STAR/Renaissance Program as an assessment and data monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered every 6-8 weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures STAR/Renaissance Assessment Software

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in Reading and Math.

Continue implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum

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 end of year CAASPP and CAA test results to determine if goals were met at the end of the year in ELA, math, and Science (for 5th grade). Use the results to begin the Cycle of Inquiry for the 22-23 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Subs for CAA testing
1200	LCFF 4000-4999: Books And Supplies CAASPP Snacks

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

Staff will input all formative assessments results into Illuminate (OSD Student Data System), evaluate and analyze results and use the information to inform instructional decisions (Cycle of Inquiry).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Illuminate Software

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 who are under performing or who are in need of academic and socio-emotional supports/Special Education

Strategy/Activity

Conduct CST/SST (Coordinated Services Team/Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are not making sufficient progress on grade level standards or who are demonstrating a need for behavior and social-emotional support.

Coordinate 504 meetings for students as needed.

Conduct IEP meetings for students who have been assessed or are identified as eligible for Special Education Services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries ORC Facilitation and Organization of Meetings
3000	Title I 2000-2999: Classified Personnel Salaries CST/SST Substitutues

10000	LCFF 1000-1999: Certificated Personnel Salaries IEP Substitutes

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

Literacy Intervention Teacher (LIT) to use the Leveled Literacy Intervention (LLI) to provide extra support to students in reading. Students needing support will be identified through the MTSS model. The emphasis will be to provide small group instruction to first and second graders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries LIT Teacher Salary
	District Funded 4000-4999: Books And Supplies LLI Curriculum

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

Interventions before and after school focusing on literacy, numeracy, and English Language Development. Interventions include:

- AM Achievers
- After School Tutoring- Reading
- After School Tutoring- Math
- After School Tutoring - ELD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
1000	LCFF - Intervention 4000-4999: Books And Supplies Instructional Materials and Supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

TK, Kinder, 1st, 2nd Grade Students

Strategy/Activity

Provide primary grade level (TK-2nd) instructional support through the hiring of 1 "preschool" teacher and 1 paraeducator.

Paraeducator support:
in the TK classroom for the entire school day.
for the Kinder teachers will be at least 1.5 hours in the classroom everyday.
for 1st and 2nd will be before and after school in small interventions groups focusing on foundational skills in reading and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries "Preschool" teacher salary
	District Funded 2000-2999: Classified Personnel Salaries Paraeducator salary

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education students with pull-out services are being supported by a Resource Specialist and a Speech and Language Therapist. Other providers that support based on student need includean Occupational Therapist, and a Physical Therapist.

We have 4 Special Day Classes (Moderate-Severe) with at least 2 classroom paraeducators in each classroom. SDC classes implement the Unique curriculum which is a research-based standardized curriculum designed for special education students.

We have 2 Therapeutic Learning Classes with at least 2 classroom paraeducators in each classroom. Materials and a positive reward system will be purchased to support the TLC classes especially for social-emotional regulation. Students in the TLC class are expected to learn grade-level standards, take the STAR test, and use district apps on the iPad to support learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies TLC Class - Materials
	District Funded 1000-1999: Certificated Personnel Salaries Salaries for: RSP Teacher, SLP, Occupational Therapist, Physical Therapist
	District Funded 2000-2999: Classified Personnel Salaries Salaries for classroom paraeducators- special education
	District Funded 4000-4999: Books And Supplies Unique Curriculum
2000	LCFF 4000-4999: Books And Supplies TLC Class- Positive Rewards

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

Use Accelerated Reader Program to support reading comprehension and fluency at student reading level.

Use AR program as an assessment tool for identifying students in need of intervention.

Recognize students' growth and accomplishments in reading using AR.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Program
1000	LCFF 4000-4999: Books And Supplies Student Recognition
500	LCFF 4000-4999: Books And Supplies AR Store - Incentives

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use digital applications on the student iPads to support skills in literacy and mathematics. Apps include:

- ST Math
- Lexia
- MyOn
- Newsela

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn
5000	LCFF 5000-5999: Services And Other Operating Expenditures Newsela

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

Weekly Scholastic Magazine Subscription for each classroom that provide hands-on learning, provide critical thinking prompts, contain SEL connections, and are standards aligned.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
462	LCFF 5000-5999: Services And Other Operating Expenditures Scholastic Weekly Subscription

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

STEAM (Science, Technology, Engineering, Arts, and Math) units to be taught in classes.

STEAM night for families to participate in STEAM stations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	PTA/PTO Materials for STEAM units
	PTA/PTO Materials for STEAM Night

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

SPARK PE curriculum and equipment to be provided for all students to learn structured physical education. Students will be participating in activities to provide a healthy, active lifestyle.

Storage unit to store PE equipment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies SPARK PE Curriculum and Equipment
2000	LCFF 5000-5999: Services And Other Operating Expenditures Rental of Storage unit

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Repair or replace IT equipment.

District Technology Tech will support by keeping all technology in working condition and advising on new equipment to support student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries District Technology Technician
3000	LCFF 4000-4999: Books And Supplies New Technology and Equipment

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide first-hand interactive experiences through field trips. Field trips will be provided to students at the beginning of units to provide background and interest in future 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)
1500	LCFF 5000-5999: Services And Other Operating Expenditures Transportation
2540	LCFF

	5000-5999: Services And Other Operating Expenditures Field Trip Entrance and Fees

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

Student agendas (for grades 2-5) to foster organization skills in students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	LCFF 4000-4999: Books And Supplies Student Agendas

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The After School Program will provide extra academic support after regular school hours and provide enrichment activities through the City of Oxnard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES ASP employees
	ASES materials for the ASP

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.

African American Students

Strategy/Activity

African American Speech contest for students to research a prominent African American in history and present/speak with an opportuinty to represent their class, school, and district.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 addiitonal cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will participate in the Spelling Bee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
180	LCFF 4000-4999: Books And Supplies Spelling Bee registration fee

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students and teachers will participate in activities/events around the focus of demonstrating high level DOK through writing.

Activities/events include, but are not limited to:

- Author's Fair
- Writer's Workshop
- Publication of Classroom books

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Author's Fair materials and supplies
500	LCFF 4000-4999: Books And Supplies Writer's workshop materials and supplies
2000	LCFF 4000-4999: Books And Supplies Publication of class book per classroom

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide lessons in the school garden.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Garden Supplies

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Extra clerical, classified support to help during special school events (i.e. parent-teacher conferences, meetings, opening/closing of school).

Provide support for translations during meetings such as parent-teacher conferences, IEP meetings, after school events.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 2000-2999: Classified Personnel Salaries Clerical Extra Help
500	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help - Interpretation

Strategy/Activity 31

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will have use of the laminator, Duplo and Canon copy machines in order to make the necessary copies of instructional materials.

Specialized instructional materials and jobs to be copied by the graphics department.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

	5000-5999: Services And Other Operating Expenditures Materials for copy machines (paper, lamination, ink, etc.)
2000	LCFF 4000-4999: Books And Supplies Jobs sent to Graphics
	District Funded 5000-5999: Services And Other Operating Expenditures Copier Contract

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide an Intervention Service Provider to work with students primarily in grades 3-5. The ISP will provide intervention and enrichment to students in small groups in 20-30 minute increments. The ISP will identify students with the assistance of the general education teacher and use a curriculum provided by the general education teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23172	Title I 1000-1999: Certificated Personnel Salaries Intervention Service Provider Salary
2000	Title I 4000-4999: Books And Supplies Supplies for intervention

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students from (low performing to GATE students)

Strategy/Activity

Provide enrichment opportunities for students.

Enrichment opportunities include, but not limited to:

- Parker Anderson Enrichment classes after school
- Counselor recesses
- Principal recesses

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 34

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

SED, Foster, Homeless

Strategy/Activity

The ORC to communicate with families to access the curriculum in an equitable manner. Methods to communicate include; phone calls, home visits, Zoom meetings, parent nights, etc.

Methods to enable SED, Foster, and Homeless families include providing resources and opportunities such as; hotspots for WiFi service at home, After School Program, tutoring, and enrichment courses.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary

Strategy/Activity 35

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide Professional Development opportunities for staff. PD includes, but not limited to:

- District Summer PD 2022
- Site SIP Days (Beginning of Year and Fall)
- Leadership Team Activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salary
	Title I 1000-1999: Certificated Personnel Salaries Leadership Team Extra Help (See Goal 1, Activity 7)

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library/Media Technician (LMT) will ensure all teachers have district adopted curriculum for instruction and will support wide-reading for students.

LMT to upkeep school library and promote reading to all students, TK-5, through class visits, library visits, checking out books, and leading the AR program. LMT to open the library before school and during lunch to promote reading.

LMT to enrich the library with books emphasizing inclusion, diversity, and kindness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Salaries: Library Media Technician
	District Funded 4000-4999: Books And Supplies Books centered around inclusion, diversity, and kindness
5000	Title I 4000-4999: Books And Supplies Books other than textbooks

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

McAuliffe School will commit to careful planning focusing on first instruction, standards-based lessons, effective first instruction practices, and targeted interventions. Based on the past three school years with varying degrees of disruption and data collection, our focus will continue to be on ELA and math curriculum to ensure equitable, grade level instruction is happening to help our students progress and meet them where they are academically.

End of year CAASPP data shows that approximately 35% of students are at/above benchmark for ELA. Therefore, more focus is needed on using data to drive instruction and targeted interventions to address learning gaps. Teachers will focus on differentiated lessons, scaffolded instruction, progress monitoring conferences with teachers, and data chats. This collaboration will take place during PLC's where teachers will intentionally plan with the Cycle of Inquiry as the focus.

Math is also an area of focus. Based on end of year CAASPP data, approximately 22% of students are at/above benchmark. The math focus will resemble that of the ELA focus with the addition of a

growth mindset and using higher order thinking questions that engage students with real-world application.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation from the 21-22 school year and the actual implementation had to do with the unknowns regarding the COVID-19 pandemic. The county and health guidelines gave limited access and opportunity for particular strategies which resulted in limited data. The expected outcomes and metrics were incomplete and could not be compared to last year. Resources and strategies were inconsistently implemented all year as it depended on specific guidelines for health.

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.

Many of the changes to the goals and strategies for this goal relate to the need to address the current learning gaps with students and the significant number of students that are below grade level in reading and math. All data, specifically student proficiency levels in STAR 360 in both ELA and Math will be reviewed frequently and in-depth using the Cycle of Inquiry. Tier 1 and Tier 2 interventions were placed in the strategies to address the need for more intervention for our students to address gaps in reading and math. This next year, teachers will have additional time to plan for collaboration and the sharing of data best practices after school (early release Wednesdays).

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

These needs reflect the return of student to in-person learning:

To continue the work of the PBIS Committee
To increase positive behavior
To provide social emotional supports and coping strategies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide yearly attendance was 89.05% for the 2021-22 school year.	Achieve an annual average attendance rate of 95% or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 5.95%
Referrals to Office	Based on the data from the 2021-22 school year, there were 234 office referrals.	To decrease the total number of office referrals by 10%
Panorama Student Survey	Students in 3rd-5th grade took the Panorama Survey in the Spring of 2022. The survey has provided us with baseline data in the areas of student SEL competencies and learning supports/environments. The ratings by SEL topic were:	To increase the overall percent by 6% in each category by the Spring of 2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset- 58% Good/Fair Self-Management- 67% Good/Fair Social Awareness- 67% Good/Fair Emotional Regulation- 44% Good/Fair Teacher Student Relationships- 76% Good/Fair Sense of Belonging- 65% Good/Fair	

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

Daily Morning Announcements:

Every morning the principal and nominated students will announce daily information. Information on the morning announcement includes:

- Date/Day
- weather forecast
- Lunch Menu
- Joke/trivia
- Guide To Success Tip of the Day
- Emphasis on trait of the month
- "It's Always a Great Day to be a Challenger!"

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	no additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead school in implementation of multi-tiered system of support for behavior and social/emotional skill development at all school sites.

The PBIS team will lead in implementing STOIC school-wide which includes common areas, such as bathrooms, cafeteria, and hallways.

Classroom staff will fully implement STOIC in all grade levels using all components of the program for Positive Behavior Support.

Establish clear school guidelines and implement throughout campus. In addition, implement school-wide use of KHFOOTY (Keep your hands, feet, and other objects to yourself).

Hold expectations assemblies at the beginning of the year, once per trimester, and throughout the year as necessary.

During morning announcement, include "Guide to Success Tip of the Day" to highlight and remind students of STOIC strategies daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Materials
2000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries PBIS Teachers- Extra Pay (beginning of year meeting)

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

Every morning teachers will have a community circle within their classroom with a focus on social-emotional learning. Topics addressed during community circle include (but are not limited to); character traits, focus on the OSD Student Profile, growth mindset, and Guidelines/Expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

School counselor to conduct SEL lessons in class on a monthly basis based on the identified character trait of the month.

School counselor to implement individual or small group counseling. Referrals will be made through teacher recommendations, parent recommendations, or student need.

The Counselor will analyze student discipline data monthly to determine support needed. Support may include; school-based counseling, outside agency referrals, and parenting classes.

The counselor will create a daily schedule to include drop-in times where students can visit the counselor unannounced to discuss issues.

The counselor will create a monthly newsletter to send to the community advising families on helpful tips to discuss with your child at home. Topics include, but not limited to; bullying, reading at home, social media, etc.

The school counselor will utilize Restorative Justice Practices to mediate conflict.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
5000	LCFF - Intervention 4000-4999: Books And Supplies Counseling Materials and Supplies
500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Time

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Foster and Homeless Students

Strategy/Activity

Outreach Specialist will provide:

- regular communication to families to support and provide outside resources
- lists, to teachers, of identified students who require support based on student need
- resources during times of need such as donated Christmas gifts and meals during Thanksgiving
- support through individual or small group counseling with focus on SEL strategies, social skills, positive behavior, and conflict resolution skills, in conjunction with the school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Extra Help - ORC

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct CST/SST (Coordinated Services Team/Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are demonstrating a need for behavior and social-emotional support.

Conduct IEP meetings and 504 meetings to review cases of students who are demonstrating a need for behavior and social-emotional support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help- ORC Facilitation of Meetings (see goal 1)
	Title I 2000-2999: Classified Personnel Salaries CST/SST Substitutes (see goal 1)
	LCFF 1000-1999: Certificated Personnel Salaries IEP Substitutes (see goal 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.

All students

Strategy/Activity

Outreach Specialist will support students by:

- providing support, resources, and communication to students who are deemed "chronic absentees."
- setting up a positive attendance rewards system by class and by individual for perfect attendance
- organizing 3 parenting skills classes based on community need.
- providing families access to social services in the community.
- working with teachers, students, and families to set up, organize, and facilitate SST meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist salary
1000	LCFF 2000-2999: Classified Personnel Salaries ORC Extra time
2000	LCFF 4000-4999: Books And Supplies Positive Attendance Recognition

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students, staff, and parents will participate in the Panorama survey for data collection related to social-emotional health and school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Survey

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

With a focus on Positive Behavior, incentives will be provided to students for:

- attendance (both individual and as a class)
- behavior- (ie. referrals, student contracts)

S.T.A.R. Bucks assembly to be provided every Friday during lunch in the cafeteria. Students earn a S.T.A.R. buck raffle ticket when they are "caught" following the STAR guidelines. Students are given a raffle ticket and the raffle drawing is the end of each week.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3437	LCFF 4000-4999: Books And Supplies Incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Comprehensive Safety Plan Committee Leadership Team will meet monthly and monitor the Comprehensive Safety Plan. Revisions will be made as necessary.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All students and staff will participate in monthly emergency drills and annual earthquake drills.

- A school-wide evacuation drill will be conducted annually.
- A student reunification exercise will be conducted in the Spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide training to students, staff, and parents on Disaster Preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Assistants work to support student supervision before school, during recess and lunch, and at dismissal.

All Campus Assistants to attend a CHAMPS/STOIC training during the summer of 2022.

All Campus Assistants to attend monthly site meetings to discuss supervision responsibilities and changes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 2000-2999: Classified Personnel Salaries Increase time of 4 campus assistants by 30 minutes per day
250	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Help - Time for Campus Assistants to attend training
500	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Help - Time for Campus Assistants to attend monthly site meetings

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

With an emphasis on Posititve Behavior, provide students with an opportunity to participate in special events including:

- Read Across America- community members come in to classes and read a book
- Kindergarten Promotion
- 5th grade Promotion
- Field Day (end of year) - grade level spans participate in a variety of activities such as egg race, three legged race, tug of war, etc.
- Little/Big Challengers - 4th and 5th graders make weekly visits to TK, Kinder, and 1st grade classes to read, do art projects, etc.
- Red Ribbon Week - week focusing on promoting a drug-free lifestyle
- Great Kindness Week - students are challenged daily to do a act of kindness
- Monthly assemblies - focusing on the character trait of the month, growth mindset, and academic excellence

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

	supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PBIS team will create a recess area that is structured with set activities for students with clear expectations and rules.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Recess Signs, Equipment

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Teacher SEL Support for staff culture building. Placing an importance on teacher SEL support.

Activities may include:

- enrichment
- celebration of hard work accomplished over the year
- culminating activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Staff Culture building

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide Paraeducators II and III training for implementation of NCI practices for students needing immediate intervention for safety of self and others.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract for Shredding Services

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)	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.

The overall effectiveness of this goal was difficult to measure due to the lack of data on suspension rates, office referrals and attendance. After gathering in-house data, the overall number of office referrals increased from 2018-19 (last full year in school) to 2021-22. This demonstrates that our need to emphasize expectations in the classroom (CHAMPS), support by our PBIS committee, and focus on counselor-based intervention is needed.
Attendance was a concern with COVID quarantine guidelines. Students missed a lot of school, for reasons outside of their control. Attendance, health guidelines and restrictions made it difficult for students to feel connected to school. In addition, COVID restrictions made it difficult for students to participate in a full year's worth of SEL growth and culture building on campus. Programs that typically support a positive, safe school environment such as sports, after school programs, and after school events were greatly reduced/modified due to health guidelines. The strategies/activities from the previous year reflected the need to provide social-emotional support for students to feel safe at school. These supports will continue with an emphasis on social skills, responsibility, and SEL support in school. A large focus will also be placed on having students feel a sense of belonging or connection to school again. Many students need opportunities to talk about feelings, participate in positive school activities, and have opportunities to interact with one another.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major discrepancy between the intended implementation and the budgeted expenditures was the reduction in administrative support staff in the office. This caused a disruption when trying to achieve the goal of checking in with students, monitoring attendance, and contacting families in regard to academic and behavior concerns. There were also some vacant paraeducator, campus supervisor, counselor, and ORC positions throughout the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Many of the same strategies and activities still apply, but will need to be modified or adjusted to meet the needs of students for this school year. We will continue to address the need. For example, in order to build a positive, safe school environment, and address the great SEL needs, we will create an area for our counselor (“Wellness Center”) to utilize for our students to check-in, feel supported, and create a pro=active approach with peer relationships and discipline. This is reflected in strategy 4 of our plan.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal Participation	For the first meeting in 2021-22, 4 parents attended the first Coffee with the Principal.	Increase parent attendance to an average of 15.
ELAC Sponsored Parent Events Sign-in Sheets	In 2021-22, 12 parents attended the first ELAC meeting.	Increase parent attendance to an average of 15 per meeting.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Maintain effective communication with parents through the Ed Connect system, school website, PeachJar, social media, quarterly newsletter, and parent meetings. These communication platforms serve a purpose to promote school-wide events and 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)	Source(s)
	District Funded Ed Connect System, School Website
	LCFF Quarterly Newsletter, Parent meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Gather input from stakeholders for items such as Parent Involvement Policy, School Compact, Site Budget, and SPSA. Important stakeholder groups include, but not limited to; School Site Council, English Learner Advisory Committee, Parent Teacher Association, and Title 1 parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 2000-2999: Classified Personnel Salaries babysitting
2500	Title I 4000-4999: Books And Supplies Refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will support families regarding behavior and social-emotional issues and by providing parenting classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
500	LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Help: Parenting Classes

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Specialist to provide support for parents in the area of attendance and engagement and will host evening events for parents based on need.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist Salary
500	LCFF - Intervention 2000-2999: Classified Personnel Salaries Extra Help: Outreach Specialist
500	LCFF 4000-4999: Books And Supplies Supplies and Materials for Evening events

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Orientation to discuss expectations, guidelines, and materials provided for grade level spans: TK/K, 1st/2nd and 3rd-5th.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Extra Help: Teacher participation in orientation

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Host a meeting for families of students transitioning from elementary to middle school. Topics to be addressed in the meeting include:

- AVID recruitment
- Incoming student support program
- SpEd 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)
100	LCFF 1000-1999: Certificated Personnel Salaries Extra Help: Counselor
250	LCFF 2000-2999: Classified Personnel Salaries Child Care
250	LCFF 4000-4999: Books And Supplies Refreshments for meeting participants

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The After School Program will provide parents with resources, including, but not limited to:

- nutrition education
- hands on tips
- instilling healthy habits
- instilling study habits

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

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

Hold reclassification meeting for parents of students who have met district requirements to be Reclassified Fluent English Proficient.

Hold an awards assembly for recognize these students who have been RFEP'd.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title III 4000-4999: Books And Supplies Awards

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide an opportunity to have families be on campus to support student learning during special events, including;

- Book Fair- families can purchase books from the "store" and a portion of the proceeds go to PTA.
- Back to School Night - Families visit their child's class to understand the expectations of the year and of the classroom.
- STEAM Night- an evening where families an participate in STEAM related activities
- Author's Workshop- an evening where families recognize the writing pieces that their children have created.
- Literacy Night- a night where families learn how to support their child around literacy (reading, writing, speaking).
- Math Night- a night where families learn how to support their child around foundational math skills.
- Monthly assemblies- students being recognized based on their achievement.
- Kinder Reading on the lawn- parents reading with their child in the morning.
- Parent-Teacher conferences- parents meet with the teacher to discuss the child's progress in 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)
5000	LCFF 4000-4999: Books And Supplies Materials and supplies for special events

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

Volunteers provided with an opportunity to work in the classroom to support student learning.

Chaperones to supervise children during field trips and special events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

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.

Parents were provided meaningful opportunities to participate in their children's growth. Parents attended various trainings such as What to Expect in Middle School/High School and Beyond, Back to School Night, and Parent/Teacher conferences to be involved in their children's education. School meetings were held virtually (ELAC and SSC), which allowed parents to be a part of the decision-making process at school and participate in a different capacity. As a result of virtual meetings, parents were afforded more access to join meetings with their various work and home commitments that previously did not allow them to attend. Almost all SST's, IEPS, and 504's were held virtually to allow parents to be a part of the process with an option to in-person meetings, if needed. Families continued receiving hotspots to facilitate meaningful and productive opportunities to participate in their child's 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.

Online applications such as Canvas and Zoom allowed parents the opportunity to participate in their child's education, though there were challenges in getting parents familiar with the applications. The discrepancy between Canvas and Q caused parents to not always be up to date with information or know where to find the information they are seeking.

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.

Many of the strategies and actions will remain the same this year. Online meetings allowed for generally more participation and less cancellations for IEP and 504 meetings. The virtual meetings did not affect attendance for ELAC, SSC, and PTA meetings. This year, we are looking to add more on campus opportunities for parents with Back to School night, trainings, and various meetings with our ORC.

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	$54,980.00
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	$180,486.00

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	$48,217.00
Title III	$11,200.00

Subtotal of additional federal funds included for this school: $59,417.00

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	$101,569.00
LCFF - Intervention	$19,500.00

Subtotal of state or local funds included for this school: $121,069.00

Total of federal, state, and/or local funds for this school: $180,486.00

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	48,217.00	0.00
Title III	11,200.00	0.00
LCFF	101,569.00	0.00
LCFF - Intervention	19,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	101,569.00
LCFF - Intervention	19,500.00
Title I	48,217.00
Title III	11,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	14,200.00
2000-2999: Classified Personnel Salaries	LCFF	7,500.00
4000-4999: Books And Supplies	LCFF	59,567.00
5000-5999: Services And Other Operating Expenditures	LCFF	19,702.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,500.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	1,000.00
4000-4999: Books And Supplies	LCFF - Intervention	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	30,717.00

2000-2999: Classified Personnel Salaries	Title I	4,000.00
4000-4999: Books And Supplies	Title I	13,500.00
1000-1999: Certificated Personnel Salaries	Title III	8,935.00
2000-2999: Classified Personnel Salaries	Title III	500.00
4000-4999: Books And Supplies	Title III	1,765.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	138,849.00
Goal 2	30,787.00
Goal 3	10,850.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brian Blevins	Principal
Nancy Diaz	Classroom Teacher
Maria Liston	Classroom Teacher
Taylor Lumas	Classroom Teacher
Heidi Trevisan	Other School Staff
Gary Snyder	Parent or Community Member
Lola Brisco	Parent or Community Member
Valerie Garcia	Parent or Community Member
Allysa Lopez	Parent or Community Member
Randi Friday	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 15, 2022.

Attested:

	Principal, Brian Blevins on 6/15/22
	SSC Chairperson, Valerie Garcia on 6/16/22

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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

McKinna Elementary School	56725386055354	June 6, 2022	August 24, 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.

McKinna has developed the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District as well as the goals stated within the OSD biliteracy-literacy pedagogy and the OSD Student Profile. This plan ensures equal opportunities for all students which is essential in meeting the ESSA requirements. McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades TK-5. Teachers have opportunities for bi-weekly grade level and cross grade level collaboration. This is especially important for building school wide capacity within the DLI program in TK-4 and Standards Based instruction across grade levels. In addition, the PLC model is essential to help McKinna teachers build and implement effective instruction within our Learning Management System - Canvas. All grade level teams are committed to the PLC Guiding Goals to improve first instruction for all students.

- We will build a data driven culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement.
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to standards based teaching and learning within a balanced literacy model.
- We will focus on strategic teaching of writing across all content areas.
- We will focus on oracy and the development of academic language through scaffolds, strategies and supports across all content areas.
- We will focus on strategic lesson planning to ensure our students are exposed to rigorous learning opportunities.
- We will communicate regularly with families through various means including: Canvas, Parent Connect, email, school website, phone calls, video bulletins, flyers, our school marquee and social media.
- We will hold in person and virtual parent meetings to provide information on effective methods for supporting student learning.
- We will focus on the OSD Student Profile to guide our decisions in preparing students to be confident, solutions oriented, college and career ready, compassionate, multilingual, multicultural and global thinkers.
- We will connect families with resources to ensure basic needs are met such as shelter, food, clothing, social emotional supports and more.
- We will focus on strengthening our DLI instruction to ensure our students are developing as bilingual, biliterate and bicultural students.

McKinna teachers and staff are committed to ensuring that each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially, to develop to their fullest potential. We consider families our most essential partners in achieving this mission!

The McKinna School Site Council meets regularly throughout the school year to ensure the SPSA is being implemented as written, and any necessary adjustments are made as authorized by the School Site Council. The School Site Council members will include an equal representation of school staff members and McKinna parents/community members. Throughout the school year, the School Site Council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a regular basis at McKinna. Classroom observations provide an opportunity to give specific and constructive feedback with the intent of helping teachers reflect on their instruction, incorporate best practices and research proven strategies to maximize instructional effectiveness. These observations are followed up with an email providing immediate constructive feedback. During classroom observations an emphasis is placed upon noting areas of need and identifying areas in which staff are doing an exemplary job particularly in light of school wide goals.

McKinna's school wide focus for the 2022-23 school year is to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD pedagogy and student profile, McKinna's emphasis is on standards based instruction and the strategic teaching of writing across all content areas. Additionally, during the 2022-2023 school year, McKinna will continue the use of "Instructional Look Fors", to gather data around observed instructional practices that are aligned with the OSD literacy/biliteracy pedagogy, the OSD Student Profile, and school wide commitments. This year classroom observations will provide feedback to strengthen our instruction.

McKinna Look Fors:
1. Student Engagement: Students are doing most of the talking and participating in meaningful, cooperative learning with varied work groupings. Conversations are purposeful, academically focused & linked to content/text.
2. Student Engagement and Scaffolds for Oracy: Active participation of all students with scaffolded support provided by teachers and students.
3. Standards based instruction and focus on writing tied to content: Evidence of standard-based writing in content areas. Student writing is connected with content (Social Studies, Science, Math)
4. Clear learning objectives for both language and content: Students have a clear understanding of the activity. Frequent checking for understanding and corrective feedback.
5. Evidence of well-established routines and practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McKinna staff is committed to utilizing available state and local assessments during the 2022-23 school year to inform and improve instruction. This includes but is not limited to the California Assessment of Student Performance and Progress (CAASPP), ELPAC state assessments and formative local assessments like STAR 360 Reading and Math tests as well as writing assessments administered throughout the year per the OSD Assessment Calendar. Within DLI TK-4th grade, assessments will be administered in both English and Spanish based on language of instruction.

The formative assessments in the Fall help evaluate student knowledge and understanding on grade level standards. This information is utilized to plan targeted first instruction that is scaffolded and differentiated to provide access to grade level standards for all students. Multiple data points for language, reading, writing and math are reviewed within 6-8 week assessment cycles to monitor student growth percentiles and determine instructional needs. In addition to formative assessment data, teachers also review data with learning applications like Myon/AR, Lexia and ST Math. Grade level teams utilize rubrics for evaluating student progress in language, literacy, writing and math, calibrating student results to create grade level instructional and intervention plans centered on research based practices. Student monitoring meetings will be scheduled with teachers and the principal to review data results and discuss ways to support all students to attain academic gains. Report cards have been revised to a standard based format. Student progress on grade level standards will be shared with families during conferences and on report cards 3 times a year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

McKinna teachers and principal will hold student monitoring meetings with the principal to discuss assessment data results as a way to provide academic supports for all students. Additionally, McKinna's grade level teams utilize curriculum-embedded assessments to inform and refine instruction for English Language Arts and math. Grade level teams identify a writing focus for every unit to include the first 3 writing anchor standards: opinion, informative and narrative writing. Teachers administer writing pre-tests to help plan instructional needs collaboratively. Rubrics and graphic organizers are utilized for explicit scaffolding leading up to the post-test which teachers calibrate utilizing the rubrics. These assessments help inform instructional focus during the next unit. Opportunities for cross grade level articulation within PLCs are integrated throughout the year to inform and refine teaching and learning in standards based instruction, English Language literacy, writing and math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meet 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 strategies for effective 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. In addition, McKinna teachers support new teachers in various ways including providing in time support, collaboration, and guidance on classroom management and instruction.

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. Student monitoring meetings are scheduled with the principal to review student STAR 360 Data and identify ways to support all students to attain academic supports and gains.

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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration and school wide professional development. In addition to bi-weekly grade level collaboration, the McKinna Leadership team plans cross grade level collaboration and professional development. The focus during the 2022-23 school year is effective "First Instruction" and writing across all content areas. Teachers will focus on standards based instruction, clear learning objectives, active student engagement, multiple ways to check for understanding, and differentiation.

McKinna's PLC Guiding Goals to improve first instruction include the following commitments throughout the 2022-23 school year.

- We will build a data driven culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to standards based teaching and learning within a balanced literacy model
- We will focus on strategic teaching of writing across all content areas: science, social studies, and math
- We will focus on the development of academic language through oracy strategies, integrating strategic scaffolds and supports within teaching and learning across all content areas

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At time of publication of the SPSA for 2022-23 school year, McKinna's current enrollment in TK-5 is at 616. McKinna is a Title I school within a Title I district. As a result, all students receive free breakfast and lunch due to the high percentage of students who are within these under-served sub groups. The high percentage of Socioeconomically Disadvantaged, English Learner, and Homeless sub groups are considered historically under-served, under-performing and/or at risk populations. McKinna is committed to full consideration of the district values of equity, integrity, service and accountability when planning goals and actions for all McKinna students. The district has provided iPads to all TK-5th grade students as well as Hot Spots to families without wi-fi to ensure continued instructional access while at home. In addition, McKinna will utilize the district provided learning management system, Canvas, for instruction with students and communication with students and families. McKinna has an After School Program which provides extracurricular activities such as dance and art, as well as a time to work on reading and homework. McKinna will have two para educators to provide students academically before, during and afterschool. Furthermore, a social worker is housed at McKinna to support all students and families.

The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment. This is especially important in a school like McKinna with a high percentage of students who come from under-served, high risk sub groups. Now more than ever, the McKinna staff is committed to supporting the social-emotional development of students through the implementation of a proactive and positive behavior support system (PBIS). The PBIS Leadership Team works within the Safe and Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional; offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil Schools model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. At the same time, our counselor organizes school wide activities to support our Tier 1 students and ensure they engage in positive activities during lunch and recess. These activities include Anti- Bullying activities, Catch of the Day, Unity Day and more. The McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation strategies and school wide expectations for success, essential approaches for fostering social-emotional development in children. Staff has reviewed school expectations and guidelines with students and families to promote success during school.

The McKinna staff is committed to providing our students with a safe and positive learning environment. We want our students to feel valued and connected. As such, our campus supervisors, support staff, social worker and administrator welcome students every morning with a smile and a hello. Several spirit weeks are organized by the counselor and the ORC throughout the year. Additionally, we have partnered with Lopez Academy to "Sprinkly Joy of Happiness" to our students as they come to school. Several clubs have been established by our staff such as gardening, art, grief, and student leadership club. Our FNL Club Live, student leadership team was instrumental in strengthening our school culture throughout the year. Our teachers and staff take responsibility of supporting all students. Additionally, our Sunshine committee ensures our teachers feel connected and valued so they can continue the work with our students. The Sunshine committee provides our teachers and staff with various surprises throughout the year such as thank notes, a sweet treat and more.

In addition to school wide systems for supporting social-emotional needs for students, the McKinna school counselor and school outreach specialist also serve to support student and family needs. The

counselor provides classroom lessons in social emotional learning and both small group and individual counseling sessions. In addition, the school counselor serves as crisis intervention coordinator, following up with outside counseling services for students needing higher level interventions. The school outreach specialist (ORC) monitors attendance and helps families connect to essential services for food, clothing, housing and technology. Both the school counselor and ORC assist with the SST referral process and help with student intervention plans. In addition, they both host parent educational meetings, conduct home visits, and work with outside agencies for referrals for behavioral health services. Our social worker and her assistant support our students and families as well and are essential to all McKinna students. They welcome our students in front of the school every morning, are visible during the school day, provide students and families resources such as clothing, food and other essential resources and host student groups to support their social emotional needs. Our social worker is in constant collaboration with our teachers, administrator, counselor and outreach specialist as a way of supporting all students. During the 2022-23 school year, students and families will continue to receive support through District funded support staff which includes the counselor, outreach support, special education team and social worker. Staff will also continue to receive training and guidance to ensure trauma informed practices are embedded throughout the school community.

McKinna is following the District guidelines and will continue to ensure ELD, special education and the Dual Language Immersion program are implemented effectively. This year the DLI program will be implemented with TK-4th grade students in a 50/50 model which means students receive instruction in both English and Spanish daily through a teacher teaming model that protects the language of instruction. Next year, McKinna will have the DLI program in all grade levels following this 50/50 model. The goal is for all McKinna's TK-5th grade students to have the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens. Teachers within the DLI program follow the OSD literacy/biliteracy pedagogy and the DLI instructional maps created with the partnership of the Biliteracy Institute.

McKinna will continue to offer other programs and resources to support English Learners and facilitate successful academic English language acquisition. In addition, all English Learners in TK-5th grade are supported with highly trained teachers and support staff who develop academic language through oracy strategies throughout the day to scaffold rigorous Common Core Standards across content areas. Numerous teachers and para-educators are bilingual and available to offer support for students in English and Spanish as needed within Sheltered English Instruction (SEI) classes. All English Language Learners receive differentiated ELD (English Language Development) instruction daily within designated and integrated ELD to further support acquisition of academic English language.

McKinna is a multi-media- STEAM "Strand Focus" that continues to utilize technology along with science, math and art to foster high student engagement. McKinna holds the honor of an Apple Distinguished School and has also been recognized by VC STEM Network, a group of diverse stakeholders including educators, business and community agencies, that seek to improve access to opportunities that will improve educational outcomes for all students. McKinna's goal is to move students from consumers to creators utilizing digital content. Staff members consistently work on improving skills in the delivery of technology and curriculum in order to provide McKinna students with the best possible educational experience as 21st Century Learners.

Evidence-based educational practices to raise student achievement

During the 2021-2022 school year our teachers and staff participated in professional development opportunities focusing on literacy, math, culturally responsive teaching, and Canvas. This training allowed our teachers and staff to have a strong focus on supporting our students in those areas. During the 2022-23 our TK-4 DLI teachers received DLI training and our 5th grade SEI teachers received science and math training. Our McKinna staff will continue to engage in ongoing professional development and collaboration that strengthens first instruction around math, language and literacy across all grade levels throughout the day. Additionally, our staff engaged in understanding our OSD Student Profile at a deeper level to ensure our work supports our students to be confident, digital learners, collaborative, problem solvers, college and career ready, compassionate, multilingual and multicultural and global thinkers. This focus will continue throughout the 2022-2023 school year.

Special focus will be placed on effective delivery of first instruction that will increase student engagement and provide opportunities to differentiate instruction and will also focus on writing across all content areas. McKinna staff utilizes research based educational practices that are responsive through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas through scaffolding and supports for oracy and writing development in literacy, ELD, math, science and social science.

Teachers utilize District adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Capacity building for data driven instruction and intervention is fostered through PLCs, including Teaching- Learning, Culture-Climate Leadership Teams, and Intervention Support Teams. Collaborative opportunities encourage grade level and cross grade level articulation to inform and refine teaching and learning practices around ELA/Literacy and math. Teachers utilize assessments such as STAR 360, Performance Task Interim Assessments from the CAASPP system and Curriculum Benchmark assessments in reading, writing, math and ELD to inform instruction. Teachers participate in scheduled grade level student progress monitoring meetings to analyze data. The data is used to determine adjustments to students' instructional programs as needed.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

McKinna considers families the most essential partners in achieving goals within the SPSA. Ongoing communication and educational opportunities for families is our priority. Family informational webinars and weekly videos will keep our families informed. The McKinna staff will foster meaningful partnerships and authentic family engagement which will support our family contributions through communication venues such as SSC, ELAC and PTA, Coffee with the Principal as well as educational opportunities and forums to contribute to the educational opportunities for their children. Parent education will be offered through teachers, the counselor, ORC, and social worker In addition, workshops in partnership with outside agencies like Interface and VCBH will be provided. Site based personnel will continue to partner with District and county staff to connect students and families to both school based and outside resources and educational opportunities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

This year McKinna's Leadership team will be meeting monthly to review school wide goals which are aligned with the District LCAP goals in teaching and learning, culture and climate and family engagement. Staff PLCs will be held bi-weekly. The practice of ongoing data review informs teaching and learning with action steps and funding listed within the SPSA. The SPSA is reviewed with staff as well as families during SSC and ELAC meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

At McKinna, this year's Title I and Title III funds will be used to bolster instruction and intervention for all students through added resources, personnel and professional development. Funding will be used towards resources and materials utilized within the classroom for instruction like headsets, writing journals, and basic supplies and the hiring of ISPs to provide reading intervention. Title I and III funding will also be used for Goals 2 and 3 to support student and family needs. The District is funding the ORC & School Counselor who support students and families within the MTSS model. Bilingual instructional assistants (IAs) will continue to be District funded for the TK and Kindergarten programs. Title I and Title III funds are utilized to provide resources to support all goals stated above. The focus of our Title III funds are to support EL students.

Fiscal support (EPC)

The District receives Title I funding as we are considered a Title I District. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The District also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

McKinna's SPSA is created and reviewed with ongoing collaboration from both site based Leadership teams and the School Site Council. In addition, members from McKinna's Teaching & Learning, and PBIS Leadership teams will attend a retreat on August 2022 to identify goals to strengthen instruction. During this retreat our Leadership and PBIS team will be looking at our SPSA goals for this academic year. This additional information will be utilized to determine a school wide focus and goals for ongoing improvement for the 2022-23 school year. The focus on "Best First Instruction" goals and writing throughout the contents will be shared with the full staff on SIP day in the Fall of 2022 to help frame the work for the year ahead. During this time our staff will look at STAR 360 trends during the last few years to strengthen the school wide focus. We will also look at ELPAC and CAASPP result and use these to guide our instruction. In addition, the information was reviewed and discussed with ELAC members on May 23, 2022 and School Site Council on June 6, 2022 prior to the final review and approval of McKinna's SPSA for 2022-23. McKinna will continue to utilize and review the SPSA throughout the year at Leadership team meetings, staff PLCs, SSC and ELAC members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Most of our McKinna students are considered low socio-economically disadvantaged and have been especially impacted by the pandemic and distance learning in the last couple of years. The District has addressed key issues of inequities that were evident with Distance learning due to inadequate access to technology and internet for all students. iPads were assigned to all TK-5th grade students and Hot Spots were made available for any family who needed wi-fi. These resources continue to be provided to our students so they can access instruction while at home. Additionally, all students continue to have learning applications on their iPads like ST Math, MyOn and Lexia to reinforce practice in reading and math. Two 8 hour paras have been hired to support students before school, during school, and after school.

Trauma is another barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health, illustrate that a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. McKinna has over 52 students identified as McKinney Vento.

To address these challenges, McKinna considers it essential to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The ORC, counselor and social worker work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Ventura County Behavioral Health. Weekly meeting have been scheduled so that administrator, ORC, social worker and counselor can discuss students and how best to provide them the resources they may need. In addition, the SST process at McKinna ensures that students receive intervention to address both academic and social-emotional needs. Restorative discipline approaches like PBIS/CHAMPS, Restorative Circles and Restorative Dialogues foster a safe and healthy climate and provide an

alternative response to behavior that decreases loss of instructional time due to discipline and behavior concerns. Our social worker and ORC also connects our families with food and other resources for families in need.

McKinna staff is working diligently to increase family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna is providing educational opportunities for families through partnerships with community organizations like Interface and VCBH. Family nights are scheduled throughout the school year to ensure our families are provided with opportunities to learn and share their knowledge which empowers other parents, teachers and staff. Additionally, we will begin coffee with the principal as an additional opportunity for our families to be connected with our school and an opportunity for our ORC, counselor and social worker to provide our families with resources and information.

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%	0%	%	0	0	
African American	0.15%	0.3%	%	1	2	
Asian	0.15%	0.2%	%	1	1	
Filipino	0.3%	0.2%	%	2	1	
Hispanic/Latino	97.19%	97.0%	%	657	589	
Pacific Islander	0.59%	0.7%	%	4	4	
White	1.18%	1.2%	%	8	7	
Multiple/No Response	0.44%	0.5%	%	3	3	
			Total Enrollment	676	607	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	120	98	
Grade 1	108	117	
Grade 2	109	96	
Grade3	101	110	
Grade 4	118	87	
Grade 5	120	99	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	676	607	

Conclusions based on this data:

Although enrollment has declined from 676 students in 2019-20 to 619 in 2022-23, enrollment by student sub group has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with most students classified as Hispanic/Latino within the 2022-23 school year. It is important to note that a majority of McKinna's students in

2022-23 were classified as Socioeconomically Disadvantaged and English Learners. The high percentage of Socioeconomically Disadvantaged and English Learner sub groups are considered historically under-served, under-performing populations. McKinna is committed to full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

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	564	527	456	79.3%	78.0%	75.1%
Fluent English Proficient (FEP)	29	60	60	4.1%	8.9%	9.9%
Reclassified Fluent English Proficient (RFEP)	31	51	20	5.4%	9.0%	3.8%

Conclusions based on this data:

The data shows a slight decrease in EL percentages between over the school years. However, the percentage in students who are Fluent English Proficient has increased. There has been a drop in the number of students who have reclassified. This drop can be explained having had distance learning for most of the 2021-2022 school year. Due to COVID, state testing was suspended for 2019-20 school year and the validity of local assessments such as STAR 360 Reading was difficult to ascertain. To be reclassified during 2021-22, students need an overall 4 on ELPAC in addition to demonstrating proficiency through the STAR 360 Assessment. During the 2021-22 school year, 15 students were reclassified. Our McKinna focus to strengthen first instruction will provide our students opportunities to be stronger readers and writers and stronger candidates to meet reclassification criteria.

Because a majority of McKinna students are designated as English Language Learners in 2022-23, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and math, due to the complex, multi-step word problems. In order to increase the percentage of students reclassifying, they need to be exposed to higher rigor, academic language, reading and writing in all grade levels.

McKinna has made progress in building effective support systems to strengthen teaching and learning practices for all students. This is especially evident in McKinna's commitment to address the academic and social-emotional needs of our English Learners and Socioeconomically Disadvantaged students which make up the majority of our school's population. Teachers have been trained in and utilize strategies to provide scaffolding and access to rigorous Common Core Standards in ELA/Literacy and math. During the 2022-23 school year, grade level teams will continue to collaborate as Professional Learning Communities (PLCs) to provide differentiated instruction for ELA/literacy and math as well as support for English Learners with designated English Language Development instruction. McKinna plans to offer tutoring and enrichment opportunities in literacy and math outside of the school day as funding and staffing permit.

McKinna will continue working on bolstering the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development by following the District DLI pedagogy, with an emphasis on standards based teaching and learning, writing across content areas including math where emphasis will be placed on teaching and learning in areas of problem solving, data analysis, and communicating reasoning.

School and Student Performance Data

Star Early Literacy

McKinna Elementary School											
		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
Grade K	96	28	29%	15	16%	11	11%	42	44%	3	757
Grade 1	95	43	45%	17	18%	16	17%	19	20%	2	777
Grade 2	108	57	53%	19	18%	17	16%	15	14%	1	841

Conclusions based on this data:

The Star 360 Early Literacy results from Spring 2021-2022 indicates 44% of the students in K are At/Above Benchmark, 20% of first graders are At/ Above Benchmark, and only 14% of second graders are At/ Above Benchmark. Second grade students were in the end of their Kinder year when the pandemic began, a crucial time in their academic experience, one in which students are learning foundational reading skills. Interestingly, 109 second grade were also assessed on the STAR 360 Reading, a more complex assessment, and 8% of these students are At/Above Benchmark and a total of 20% are proficient. Nevertheless, as a staff, we need to ensure our focus is on strong first instruction, and a balanced literacy approach for all students to ensure students do well in reading. We also need to be strategic in our planning to meet the needs of all students so that their reading will improve.

School and Student Performance Data

Star Reading

McKinna Elementary School											
		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 2	109	65	60%	22	20%	13	12%	9	8%	2	854
Grade 3	81	36	44%	28	35%	15	19%	2	2%	1	915
Grade 4	99	59	60%	17	17%	13	13%	10	10%	1	957
Grade 5	80	56	70%	10	13%	7	9%	7	9%	1	973

Conclusions based on this data:

The Star 360 Reading results from Spring 2022-2023 indicates only 26% of second grade students are At/Above Benchmark, 33% of third grade students are At/ Above Benchmark, 25% of fourth grader students are At/ Above Benchmark, and 18% of fifth graders are At/Above Benchmark. The majority of our students in grades 2nd-5th are not fairing well on the STAR 360 Reading assessment. Clearly, being on distance learning for over 15 months has negatively impacted our students. Second grade students were in the end of their kinder year when the pandemic began, a crucial time in their academic experience, one in which students are learning foundational reading skills. This is also the case for our third - fifth graders. As a staff, we need to ensure our focus is on strong first instruction, a balanced literacy approach for all students to ensure students progress in reading. Our teachers need to be strategic in their planning to meet the needs of all students so their reading can improve. Currently students in third- fifth grade are reading at a second grade level. The implication is that we provide students with scaffolds, oracy to strengthen their academic vocabulary and various opportunities for guided, shared reading, and small group reading. Our PLC meetings have to be centered on first instruction, differentiating learning to ensure our students can continue to access grade level content while improving their reading skills.

School and Student Performance Data

Star Math

McKinna Elementary School											
		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 1	94	26	28%	42	45%	21	22%	5	5%	2	833
Grade 2	107	60	56%	27	25%	16	15%	4	4%	1	880
Grade 3	83	50	60%	18	22%	11	13%	4	5%	1	928
Grade 4	99	44	44%	32	32%	20	20%	3	3%	2	988
Grade 5	81	60	74%	17	21%	4	5%	0	0%	1	983

Conclusions based on this data:

Our STAR 360 Math assessments indicate 55% of our first grade students are AT/Above Benchmark. Only 31% of 2nd grade students are At/Above Benchmark. 29% of third grade students are At/Above Benchmark. 49% of fourth grade students are At/Above Benchmark and only 27% of our 5th grade students are At/Above Benchmark. As educators we have a difficult job ahead of us. We need to use data to plan instruction that will ensure our students are attaining grade level content. Teachers will need to effectively collaborate with grade level colleagues to provide scaffolds, academic vocabulary and supports to make gains in math. Students need to be able to think critically while learning math. This year school wide, we will focus on word problems. We will have our students explain both orally and written their solutions to these problems.

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 3	126	121		115	111		115	111		91.3	91.7	
Grade 4	100	130		92	115		92	115		92	88.5	
Grade 5	127	112		121	94		121	94		95.3	83.9	
All Grades	353	363		328	320		328	320		92.9	88.2	

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	2330.	2350.		1.74	1.80		11.30	15.32		18.26	22.52		68.70	60.36	
Grade 4	2368.	2370.		4.35	5.22		8.70	11.30		13.04	15.65		73.91	67.83	
Grade 5	2409.	2419.		6.61	4.26		9.09	12.77		16.53	23.40		67.77	59.57	
All Grades	N/A	N/A	N/A	4.27	3.75		9.76	13.13		16.16	20.31		69.82	62.81	

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 3	4.35	2.70		33.04	45.05		62.61	52.25	
Grade 4	5.43	6.09		30.43	31.30		64.13	62.61	
Grade 5	6.61	8.51		33.06	32.98		60.33	58.51	
All Grades	5.49	5.63		32.32	36.56		62.20	57.81	

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	2.61	4.50		23.48	36.94		73.91	58.56	
Grade 4	0.00	2.61		27.17	33.04		72.83	64.35	
Grade 5	4.96	3.19		27.27	42.55		67.77	54.26	
All Grades	2.74	3.44		25.91	37.19		71.34	59.38	

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	6.09	3.60		48.70	61.26		45.22	35.14	
Grade 4	5.43	5.22		44.57	48.70		50.00	46.09	
Grade 5	6.61	4.26		46.28	54.26		47.11	41.49	
All Grades	6.10	4.38		46.65	54.69		47.26	40.94	

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	3.48	3.60		32.17	36.04		64.35	60.36	
Grade 4	5.43	5.22		36.96	33.91		57.61	60.87	
Grade 5	8.26	9.57		41.32	31.91		50.41	58.51	
All Grades	5.79	5.94		36.89	34.06		57.32	60.00	

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 preliminary CAASPP results for 2021-22 show growth in the percentage of students who meet or exceed proficiency in ELA when compared to the 2018-19 results. 3rd graders scored 21%, and increase from 2018-19 from 16% proficient. 4th graders scored 16% proficient, the same score as in 2018-19. 5th grade shows slight increase from 16 to 17% proficient in ELA. Although we increased slightly from 2018-19, we have much work ahead of us to ensure our students become stronger readers, writers and overall students.

During the 2021-22 school year, 3rd through 5th grade teachers, utilized data to inform instruction and differentiated for ELA, ELD and literacy by teaming and grouping students based on their instructional needs. This collaborative approach contributed to growth as well as the administration of IABs and writing assessments which grade level teams calibrated and utilized to inform and refine instructional needs. McKinna will build upon this progress school wide by utilizing this teaming approach as a best practice model for teaching and learning centered in data informed instruction and flexible grouping. This model will be shared at PLC gatherings, grade level and staff meetings. School wide emphasis will be following the DLI pedagogy for inquiry based learning within a balanced literacy model. Standards based teaching and learning with an emphasis on writing across all content areas are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	126	121		120	112		120	112		95.2	92.6	
Grade 4	100	130		97	116		97	116		97	89.2	
Grade 5	127	112		124	97		124	97		97.6	86.6	
All Grades	353	363		341	325		341	325		96.6	89.5	

* 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	2328.	2366.		0.83	1.79		4.17	15.18		20.83	22.32		74.17	60.71	
Grade 4	2379.	2381.		4.12	3.45		13.40	9.48		11.34	21.55		71.13	65.52	
Grade 5	2413.	2413.		4.03	3.09		7.26	4.12		12.90	23.71		75.81	69.07	
All Grades	N/A	N/A	N/A	2.93	2.77		7.92	9.85		15.25	22.46		73.90	64.92	

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	2.50	7.14		18.33	26.79		79.17	66.07	
Grade 4	11.34	6.90		11.34	15.52		77.32	77.59	
Grade 5	5.65	4.12		15.32	19.59		79.03	76.29	
All Grades	6.16	6.15		15.25	20.62		78.59	73.23	

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	1.67	8.04		20.83	39.29		77.50	52.68	
Grade 4	4.12	5.17		27.84	19.83		68.04	75.00	
Grade 5	6.45	2.06		16.94	28.87		76.61	69.07	
All Grades	4.11	5.23		21.41	29.23		74.49	65.54	

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

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	1.67	3.57		34.17	46.43		64.17	50.00	
Grade 4	5.15	6.90		22.68	26.72		72.16	66.38	
Grade 5	4.84	2.06		29.03	32.99		66.13	64.95	
All Grades	3.81	4.31		29.03	35.38		67.16	60.31	

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 overall math CAASPP data documented above shows that there has not been consistent progress as measured by this summative assessment. In 2021-22 preliminary scores, 3rd grade decreased from 16% proficient in 2018-19 to 11% . 4th grade scored 8%, a 4 point decrease from 2018-19. 5th grade scored 5% proficiency, a 2 point decrease from 2018-19. In closer analysis and reflection of CAASPP claims and targets, this may be due to difficulty students have adequately explaining in writing the process of problem solving and methods used to get answers. Strategies like Number Talks and opportunities to learn through IABs will better prepare students for problem solving and modeling data analysis. For this reason, school wide we will focus on word problems and allow students to explain their thinking as they solve these problems, both orally and through writing.

3rd through 5th grade teachers, will continue to utilize data to inform and differentiate instruction for math by teaming and grouping students based on their instructional needs. This collaborative model will be shared at PLC gatherings, grade level and staff meetings. Standards based teaching and learning with an emphasis on writing across all content

areas, including math are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on math claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1406.4	1419.0	1415.4	1416.0	1432.6	1429.8	1383.9	1387.1	1381.5	129	117	56
1	1438.7	1436.7	1433.9	1446.1	1443.9	1456.2	1430.8	1429.2	1411.1	89	96	66
2	1472.5	1472.9	1466.5	1472.9	1478.0	1481.0	1471.7	1467.2	1451.6	100	84	75
3	1465.4	1458.6	1465.8	1452.9	1445.8	1459.8	1477.6	1470.9	1471.3	99	78	91
4	1475.1	1474.2	1490.9	1460.4	1456.5	1490.6	1489.2	1491.4	1490.8	69	90	66
5	1487.3	1478.6	1487.8	1474.0	1457.8	1487.8	1500.3	1498.9	1487.2	63	74	58
All Grades										549	539	412

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	15.50	7.69	7.14	34.11	35.04	37.50	25.58	48.72	37.50	24.81	8.55	17.86	129	117	56
1	19.10	3.13	7.58	25.84	35.42	25.76	30.34	41.67	34.85	24.72	19.79	31.82	89	96	66
2	36.00	8.33	14.86	37.00	38.10	28.38	15.00	40.48	41.89	12.00	13.10	14.86	100	84	74
3	*	3.85	3.33	21.21	23.08	22.22	27.27	41.03	46.67	43.43	32.05	27.78	99	78	90
4	*	7.78	6.06	33.33	27.78	30.30	30.43	24.44	48.48	28.99	40.00	15.15	69	90	66
5	*	8.11	3.77	42.86	28.38	28.30	26.98	27.03	43.40	20.63	36.49	24.53	63	74	53
All Grades	16.76	6.49	7.16	31.88	31.73	28.15	25.50	38.03	42.47	25.87	23.75	22.22	549	539	405

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	24.81	10.26	7.14	29.46	51.28	42.86	23.26	27.35	37.50	22.48	11.11	12.50	129	117	56
1	34.83	13.54	19.70	35.96	41.67	33.33	15.73	29.17	36.36	13.48	15.63	10.61	89	96	66
2	55.00	23.81	31.08	27.00	45.24	32.43	*	22.62	27.03	*	8.33	9.46	100	84	74
3	12.12	7.69	5.56	30.30	28.21	41.11	24.24	32.05	28.89	33.33	32.05	24.44	99	78	90
4	*	17.78	24.24	43.48	26.67	40.91	18.84	17.78	24.24	24.64	37.78	10.61	69	90	66
5	25.40	17.57	15.09	38.10	32.43	54.72	20.63	14.86	13.21	*	35.14	16.98	63	74	53
All Grades	28.23	14.84	17.04	32.97	38.59	40.25	18.76	24.30	28.15	20.04	22.26	14.57	549	539	405

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	11.63	5.13	5.36	14.73	25.64	7.14	46.51	56.41	67.86	27.13	12.82	19.64	129	117	56
1	14.61	5.21	3.03	13.48	22.92	16.67	28.09	34.38	27.27	43.82	37.50	53.03	89	96	66
2	29.00	7.14	2.70	26.00	26.19	37.84	21.00	33.33	22.97	24.00	33.33	36.49	100	84	74
3	*	3.85	5.56	11.11	15.38	11.11	31.31	41.03	44.44	53.54	39.74	38.89	99	78	90
4	*	4.44	3.03	27.54	20.00	16.67	31.88	32.22	36.36	39.13	43.33	43.94	69	90	66
5	*	2.70	1.89	42.86	10.81	7.55	23.81	45.95	45.28	30.16	40.54	45.28	63	74	53
All Grades	11.66	4.82	3.70	20.77	20.78	16.79	31.69	41.19	39.75	35.88	33.21	39.75	549	539	405

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	34.88	11.11	8.93	50.39	84.62	78.57	14.73	4.27	12.50	129	117	56
1	47.19	31.25	36.36	41.57	54.17	59.09	*	14.58	4.55	89	96	66
2	59.00	20.24	33.78	32.00	69.05	59.46	*	10.71	6.76	100	84	74
3	17.17	10.26	13.48	53.54	50.00	60.67	29.29	39.74	25.84	99	78	89
4	15.94	17.78	28.79	60.87	50.00	60.61	23.19	32.22	10.61	69	90	66
5	36.51	6.76	17.65	47.62	55.41	62.75	*	37.84	19.61	63	74	51
All Grades	35.88	16.51	23.38	47.18	61.97	62.94	16.94	21.52	13.68	549	539	402

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	20.16	20.51	14.55	48.06	62.39	60.00	31.78	17.09	25.45	129	117	55
1	29.21	6.25	13.85	52.81	76.04	60.00	17.98	17.71	26.15	89	96	65
2	54.00	28.57	29.73	36.00	61.90	55.41	*	9.52	14.86	100	84	74
3	26.26	17.95	13.33	39.39	48.72	65.56	34.34	33.33	21.11	99	78	90
4	21.74	20.00	24.24	52.17	42.22	63.64	26.09	37.78	12.12	69	90	66
5	22.22	28.38	50.94	58.73	28.38	33.96	19.05	43.24	15.09	63	74	53
All Grades	29.33	19.85	23.33	46.81	54.73	57.57	23.86	25.42	19.11	549	539	403

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	8.53	2.56	3.57	70.54	88.03	78.57	20.93	9.40	17.86	129	117	56
1	21.35	16.67	12.12	41.57	42.71	39.39	37.08	40.63	48.48	89	96	66
2	37.00	5.95	20.27	32.00	64.29	44.59	31.00	29.76	35.14	100	84	74
3	*	0.00	4.44	34.34	53.85	43.33	62.63	46.15	52.22	99	78	90
4	*	4.44	4.55	43.48	41.11	39.39	55.07	54.44	56.06	69	90	66
5	*	8.11	1.92	58.73	50.00	48.08	34.92	41.89	50.00	63	74	52
All Grades	13.66	6.31	8.17	47.54	58.26	47.77	38.80	35.44	44.06	549	539	404

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	35.66	28.21	19.64	37.98	47.01	53.57	26.36	24.79	26.79	129	117	56
1	*	7.29	1.52	43.82	61.46	36.36	46.07	31.25	62.12	89	96	66
2	21.00	9.52	4.11	63.00	63.10	56.16	16.00	27.38	39.73	100	84	73
3	18.18	11.54	6.67	40.40	55.13	64.44	41.41	33.33	28.89	99	78	90
4	20.29	5.56	4.55	52.17	64.44	75.76	27.54	30.00	19.70	69	90	66
5	17.46	6.76	1.92	50.79	59.46	65.38	31.75	33.78	32.69	63	74	52
All Grades	21.68	12.43	6.20	47.18	57.88	58.81	31.15	29.68	34.99	549	539	403

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:

The need for ongoing academic English language development is confirmed by the 2021-22 ELPAC data. This data shows 28% of 1st graders scored an overall 3 or 4 on the ELPAC; 47% of 2nd graders scored an overall 3 or 4; 44% of 3rd graders scored an overall 3 or 4; 65% of 4th graders scored an overall 3 or 4; 62% of 5th graders scored an overall 3 or 4 on ELPAC. The percentage of students who scored a 4 on the ELPAC dropped in first, and second grade when comparing the results from the year 2020-2021 to 2021-22. However, there was an increase in the percentage of students who scored a 4 on the ELPAC when comparing the results from the year 2020-21 to the year 2021-22. In addition, during the 2021-22 school year, only 15 of the English Learners in grades 3rd-5th were reclassified. This data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 4th and 5th grade.

McKinna staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide in literacy, language and math. As a community of learners and PLCs we will focus on high leverage, research based instructional strategies with scaffolds and supports to foster academic language and literacy development aligned with Common Core Standards. Emphasis will be on a

balanced literacy approach that includes reading, writing, listening, speaking across all content areas, including math instruction. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Emphasis will be placed during the 2022-23 school year on grade level and cross grade level collaboration and strengthening reading, writing and oral language across content areas, including math, social studies and science instruction. In the DLI TK -4 classrooms, teachers team with language partner, ensuring that students receive instruction in Spanish and English 50% of the day. Emphasis is on a standard's based balanced literacy approach that integrates oracy (scaffolded academic language development), reading and writing across content areas.

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 instruction
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy	STAR Early Literacy K-2, English & Spanish: End Of Year 2022 Data shows percentage of students in K-2 students at levels 1-4 in Early Literacy STAR Reading per district benchmarks. In K -3 DLI, assessments in Spanish & English K English: results for 96 students At or above benchmark- level 4: 42 students or 44% On watch-level 3: 11 students or 11% Intervention-level 2: 15 students or 16% Urgent Intervention - level 1: 28 or 29% K Spanish: results for 95 students	STAR Early Literacy Goal K-1, English & Spanish By End of the Year 2023: Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At or above benchmark- level 4: 73 students 77% On watch-level 3: 9 students 9% Intervention-level 2: 9 students 9% Urgent Intervention - level 1: 4 students 4 % 1st grade- English: results for 94 students At or above benchmark- level 4: 19 students 20% On watch-level 3: 16 students 17% Intervention-level 2: 17 students 18% Urgent Intervention - level 1: 42 students 45% 1st grade- Spanish: results for 93 students At or above benchmark- level 4: 38 students 41% On watch-level 3: 22 students 24% Intervention-level 2: 12 students 13% Urgent Intervention - level 1: 21 students 23% 2nd grade- English: results for 107 students At or above benchmark- level 4: 15 students 14% On watch-level 3: 17 students 16% Intervention-level 2: 19 students 18% Urgent Intervention - level 1: 56 students 52% 2nd grade- Spanish: results for 101 students At or above benchmark- level 4: 61 students 60% On watch-level 3: 11 students 11% Intervention-level 2: 16 students 16%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Urgent Intervention - level 1: 13 students 13%	
STAR READING 2nd-3rd grade- English & Spanish	STAR READING 2nd grade- English & Spanish, EOY Data shows percentage of students is 2nd graders in levels 1-4 in STAR 360 Reading per state benchmarks Assessments in English & Spanish for 2nd and 3rd grade DLI. 2nd grade- English: results for 108 students At or above benchmark- level 4: 28 students 26% On watch-level 3: 15 students 14% Intervention-level 2: 14 students 13% Urgent Intervention - level 1: 51 students 47% 2nd grade- Spanish: results for 104 students At or above benchmark- level 4: 41 students 39% On watch-level 3: 13 students 13% Intervention-level 2: 23 students 22% Urgent Intervention - level 1: 27 students 26% 3rd grade- English: results for 81 students At or above benchmark- level 4: 27 students 33% On watch-level 3: 17 students 21% Intervention-level 2: 9 students 11% Urgent Intervention - level 1: 28 students 35%	STAR Reading Goal 2nd grade English & Spanish By End of the Year 2023: Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd grade- Spanish: results for 81 students At or above benchmark- level 4: 34 students 42% On watch-level 3: 14 students 17% Intervention-level 2: 17 students 21% Urgent Intervention - level 1: 16 students 20%	
STAR READING 4th-5th grade - English	STAR READING 4-5th grade - English, End of the Year Data shows percentage of students is 4-5 grade in levels 1-4 in STAR 360 Reading per state benchmarks. Assessments in English for 4-5. 4th grade- English: results for 99 students At or above benchmark- level 4: 25 students 25% On watch-level 3: 23 students 23% Intervention-level 2: 18 students 18% Urgent Intervention - level 1: 33 students 33% 5th grade- English: results for 80 students At or above benchmark- level 4: 14 students 18% On watch-level 3: 7 students `9% Intervention-level 2: 19 students 24% Urgent Intervention - level 1: 40 students 50%	STAR Reading Goal 3-5th grade English By End of the Year 2023: Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.
STAR Math Grades 1-5 - English	Data shows percentage of students in 1-5 grade in levels	STAR 360 Math Goal, grades 1-5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1-4 in STAR 360 Math per state benchmarks. Assessments in English. EOY 1st grade- Math: results for 94 students At or above benchmark- level 4: 52 students 55% On watch-level 3: 16 students 17% Intervention-level 2: 11 students 12% Urgent Intervention - level 1: 15 students 16% 2nd grade- Math: results for 106 students At or above benchmark- level 4: 33 students 31% On watch-level 3: 21 students 20% Intervention-level 2: 18 students 17% Urgent Intervention - level 1: 34 students 32% 3rd grade- Math: results for 83 students At or above benchmark- level 4: 24 students 29% On watch-level 3: 13 students 16% Intervention-level 2: 20 students 24% Urgent Intervention - level 1: 26 students 31% 4th grade- Math: results for 99 students At or above benchmark- level 4: 49 students 49% On watch-level 3: 9 students 9% Intervention-level 2: 23 students 23% Urgent Intervention - level 1: 18 students 18% 5th grade- Math: results for 80 students	End of the Year 2023: Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At or above benchmark- level 4: 22 students 28% On watch-level 3: 8 students 10% Intervention-level 2: 21 students 26% Urgent Intervention - level 1: 29 students 36 %	
ELPAC Assessment for grades 3-5	English Learners: Number of EL students that reclassified: During the 2021-22 School Year: 15	Increase the number of English Learner reclassifications by 20%.
CAASPP-ELA - Grades 3-5	CAASPP Results for ELA, 3-5th 2018-19: % Standard Exceeded: 3.75% % Standard Met: 13.13% % Standard Nearly Met: 16.16% % Standard Not Met: 62.81% Preliminary CAASPP Results for ELA, 3-5th 2021-22: % Standard Exceeded: 5.63% % Standard Met: 14.66% % Standard Nearly Met: 23.68% % Standard Not Met: 67.29%	CAASPP, ELA 2022-2023- The number of students scoring "Met Standard" or "Exceeded Standard" based on 2022-2023 CAASPP assessment data will increase by 10% in each grade level.
CAASPP Math- Grades 3-5	CAASPP Results for Math, 3-5th 2018-19: % Standard Exceeded: 2.77% % Standard Met: 9.85% % Standard Nearly Met: 22.46% % Standard Not Met: 64.92% Preliminary CAASPP Results for Math, 3-5th 2021-22: % Standard Exceeded: 1.89% % Standard Met: 7.17%	CAASPP, Math 2022-2023: The number of students scoring "Met Standard" or "Exceeded Standard" based on 2022-2023 CAASPP assessment data will increase by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	% Standard Nearly Met: 24.53% % Standard Not Met: 77.74%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students listed above.

Strategy/Activity

Teachers will focus on Common Core Standards with the support of site purchased resources and District adopted resources, assessments (STAR 360, ELD, IABs, curriculum embedded assessments) and technology with all students within DLI and SEI programs. Balanced literacy, math, social science and science standards for Dual Language classes as developed within the DLI units for TK-4 and through resources like Mystery Science which is funded through the District.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum and assessments
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary for Literacy Teacher
	District Funded 5800: Professional/Consulting Services And Operating Expenditures District funded PD and resources like Renaissance, Mystery Science, Lexia, Myon, STMath
	Title I 4000-4999: Books And Supplies Books & Supplies to supplement standards based instruction for literacy, language, science & social science, listed in Goal 1, Strategy 23

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 and LCFF funds will be utilized for grade level and cross grade level PLCs, and PDs to analyze data to inform and refine standards based instruction and intervention as well as planning and refining high leverage teaching and learning practices to include oracy and writing across content areas school wide within science, social science, math, ELD and literacy. In addition, funds will be used to support professional development in Canvas, balanced literacy and first instruction and writing to help deliver effective instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,299	LCFF - Intervention 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits
6,153	Title I 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Two ISPs hired to provide supplemental support within the language of instruction beyond teacher first instruction and differentiated intervention in reading, writing and math. ISPs funded through McKinna Title I and Title III funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,527	Title I 1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP
29,527	Title III 1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Support for English Learners within the K DLI program

Strategy/Activity

Bilingual para-educators will be utilized to provide ELA and Spanish Language Arts for support in literacy, language and oracy within DLI Kindergarden classes. Instructional assistants will be utilized to support English Language Development and academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries

	Classified salary & benefits for bilingual para-educator support within DLI K classes, 90 minutes per day per class
	District Funded 2000-2999: Classified Personnel Salaries Classified salary and benefits for para educators to support before school, K-1 classes, and after school student learning

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.

District funded Literacy Teacher to provide reading intervention to address learning gaps in reading.

Strategy/Activity

District funded Literacy Teacher to provide reading intervention to address learning gaps for targeted students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries District funded Literacy Teacher

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct weekly student support meetings including SST, IEP and 504 meetings to support student achievement and social-emotional Tier 2 and 3 needs. SST and IEP team meetings include the Psychologist, RSP, Speech and Language Pathologist, ORC, Principal, General Education Teacher, Counselor and the parents. The Social Worker and District Behaviorist are invited as needed to further ensure wrap around services within this MTSS model. Ongoing review of student progress and needs through the IEP process for students designated to receive Special Education services helps the team make recommendations for goals for 1st instruction and intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,155	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed and SPED teachers as needed
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries for Counselor, RSP, Speech, Psychologist
	District Funded 2000-2999: Classified Personnel Salaries Classified salary: ORC
12,305	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed and SPED teachers as needed

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide PD in academic language development, math, reading, writing, data analysis, Canvas and other technology as well as language and literacy development through both designated and integrated ELD and Spanish Language Development based on academic program of instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries PDs & PLCs specific to DLI
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries: District math & science TOSA
	LCFF

	1000-1999: Certificated Personnel Salaries Included in Goal 1, strategy/activity #2

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will promote and monitor independent reading through district funded resources like MyON, AR and Lexia which are required learning applications for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures District funded programs like MyOn & Renaissance-AR, Lexia

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team PLC opportunity to examine data and develop and evaluate action plans for strengthening "First Instruction" and writing across all content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours already included in Goal 1, strategy 2

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will use subscriptions and applications to support literacy, language, math, and science. They will differentiate utilizing technology with programs like Lexia to increase student achievement and provide opportunities to accelerate growth for GATE students while filling the skill and learning gaps for struggling readers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF 5000-5999: Services And Other Operating Expenditures Subscriptions, apps & publications, virtual field trips

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Instructional materials and supplies for school and home to enhance academic achievement, promote social-emotional development and encourage home-school connection through family engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
69,805	LCFF 4000-4999: Books And Supplies Materials and Supplies, warehouse, Graphics Services

337	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students including special population groups.

Strategy/Activity

Classified staff will provide extra support and assistance for special projects including supervision and translation for conferences, parent meetings and outreach and trainings for families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,362	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help
4,088	Title III 2000-2999: Classified Personnel Salaries Translation OT
1,231	LCFF 1000-1999: Certificated Personnel Salaries counselor extra support
10,836	LCFF 2000-2999: Classified Personnel Salaries Campus supervisor additional hours and contract positions
1,363	LCFF 2000-2999: Classified Personnel Salaries Child Care
1,363	LCFF 2000-2999: Classified Personnel Salaries Outreach position
1,363	LCFF 2000-2999: Classified Personnel Salaries Substitute for clerical
4,087	LCFF 2000-2999: Classified Personnel Salaries

	Clerical OT
5,871	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants
680	LCFF 2000-2999: Classified Personnel Salaries custodial OT

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide funding for conferences, workshops and professional development to support school wide goals for academic achievement and social-emotional development pertaining to English Language Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teacher extra hours already included in Goal 1, strategy 2
1,797	Title III 5000-5999: Services And Other Operating Expenditures travel and conference

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Field Trips funded to provide enrichment activities and to enhance academic achievement for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I 5000-5999: Services And Other Operating Expenditures Virtual field trips

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students to support multi-media strand

Strategy/Activity

Students will utilize technology for research and demonstrate learning through digital presentations including iBooks, slide shows, videos and podcasts that will support academic achievement, assist in bridging to middle school, and support McKinna's multi-media strand. McKinna's multi-media strand is aligned to 21st century technology goals for students to utilize technology as creative critical thinkers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Computer supplies (headsets, cartridges for printers, software, dongles, and cables) will be purchased to support delivery of curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF 4000-4999: Books And Supplies computer supplies and software and equipment

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.

Enrolled students within ASP

Strategy/Activity

The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning & hands on academic activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Program materials & operating costs
	District Funded 1000-1999: Certificated Personnel Salaries Teacher liaison

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library media support personnel to promote literacy, oversee instructional materials, and update McKinna website.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	District Funded 2000-2999: Classified Personnel Salaries Library media support
1,363	LCFF 2000-2999: Classified Personnel Salaries Library media extra support

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

Equipment (Duplo, Copiers, Laminators, and radios) will be maintained and repaired as necessary to support instruction for academic achievement and student safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 5000-5999: Services And Other Operating Expenditures Copy Machine
2,000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance agreements
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Services, operations
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Rentals, leases and repairs

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Tutoring and enrichment opportunities for students to improve academic achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Included in Goal 1, strategy/activity #2

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Teacher Salary

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English learners and DLI program for all students to promote language proficiency in Spanish

Strategy/Activity

Spanish and English Books will be purchased to support English learner language acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title III 4000-4999: Books And Supplies Books to support English Learners accounted for in Strategy 1

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

Language and literacy development will be fostered through both designated ELD instruction and integrated ELD throughout the instructional day, incorporating oracy strategies to provide access to rigorous standards across all content areas. Emphasis on oracy, reading and writing across content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, including students designated special education and students designated as GATE

Strategy/Activity

Reading and math incentives will be used to support AR and math goals by encouraging participation and awarding growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Incentives, included in Goal 1, Strategy 12

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

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.

McKinna's school wide focus for the 2021-2022 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD pedagogy, McKinna's emphasis was on standards based instruction and the strategic teaching of writing across all content areas. In

addition, McKinna's school wide instructional focus includes the strategic integration of oracy strategies to foster academic language across all content areas.

McKinna utilizes the walk through protocol during weekly classroom visits to gather data around observed instructional practices that were aligned with the OSD literacy/biliteracy pedagogy and these school wide commitments. Data collected during classroom visits was specific, observable and without judgement for the purpose of reflection and identifying professional development needs to ensure ongoing improvement around teaching and learning. Staff meetings and PLC meetings focused on reviewing data and planning. Towards the end of the school year, our staff focused their discussions on writing.

Another essential area of focus for school wide collaboration and professional development centers on building school wide capacity around the effective utilization of Canvas, the District wide learning management system. McKinna continues to schedule dedicated collaboration and professional development opportunities throughout the year for staff, students and families in the areas of instruction and technology. Collaboration and training opportunities for staff and families are essential to help build school wide capacity for effective teaching, learning and communication throughout the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As stated previously, McKinna's school wide focus for the 2021-22 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning during a non traditional setting. Although, the work began to strengthen our instruction, COVID affected student and staff attendance greatly which impacted our learning and teaching tremendously. Having our meetings in person will allow for more effective collaboration and trainings. This year our focus will continue to be strengthening first instruction in the classroom. Aligned with the OSD pedagogy, McKinna's emphasis will be on standards based instruction and the strategic teaching of writing across all content areas. School wide, we will also focus on solving word problems and explaining the process to solving them, through oral and written language. In addition, McKinna staff is committed to utilizing both state and local assessments to inform and improve instruction, a consistent practice throughout the school year. Because this is an ongoing process within grade level and cross grade level collaboration, teachers have the opportunity to adjust instruction to meet the needs of students. Data collected through classroom visits will be utilized to plan professional development needs. The focus of professional development centered on improving instruction and writing process utilizing graphic organizers, rubrics, and benchmark models for writing. During grade level and cross grade level PLCs, teachers will continue to examine and calibrate student writing together to look for patterns, strengths and areas of need. Clear progress and growth in teaching and learning was evident in data gathered through classroom visits as well as student writing and other formative assessments.

The 2022-23 school year instructional plan provides the roadmap and resources for ensuring all students have access to technology, access to grade level content, rigorous learning opportunities, and resources within a cohesive District wide plan for instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2022-23 school year instructional plan provides the roadmap and resources for ensuring all students had access to technology and resources within a cohesive District wide plan for instruction during a non traditional school setting. This year our instructional plan will shift to strengthen our instruction. An emphasis will be placed on improving and enhancing tier 1 instruction, meaning the instruction that all students are provided in the classroom. As in previous years, a significant amount of money will be set aside to support standards based interventions and tutoring for students that are not currently accessing grade level content. An emphasis will also be placed upon continuing to provide ample time for teachers to collaborate and analyze data through the use of Professional Learning Communities (PLCs) on a regular basis.

Grade level teams continue to use formal and informal assessment data and observations to plan and differentiate instruction to address student needs. McKinna staff will continue to focus on research based "Best First Instruction" practices. Ongoing school wide collaboration and professional development will continue to focus on effective implementation of standards based instruction for writing.

All grade level teams are committed to the PLC Guiding Goals to improve first instruction utilizing Canvas, the learning management system. The following commitments remain the focus of our school wide goals:

- We will build a Data Driven Culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to standards based teaching and learning within a balanced literacy model.
- We will focus on strategic teaching of writing across all content areas: math, science, social science, ELD time, PE, social –emotional
- We will focus on Oracy – strategic scaffolds, strategies, supports integrated within teaching and learning across all content areas

McKinna will utilize state and district assessments, including CAASPP, ELPAC, with a special emphasis on current assessments within STAR 360, and writing assessments as well as site based assessments determined by grade level teams to monitor student progress and growth.

The Star Early Literacy Reading Comparisons Data in English from Fall 2020-21 to Fall 2021-22 shows a decrease in percentage of students testing at or above grade level (level 3 & 4) from 55% in the Fall of 2020, to 48% in the Fall of 2021. Star Early Literacy Spanish from Fall 2020-21 to Fall 2021-22 shows a decrease in percentage of students testing at or above grade level (level 3 & 4) from 73% to 62%.

Star Reading comparison Data in English from Fall 2020-2021 shows an increase in overall percentage of students in grades 2-5th from 20% at or above grade level (level 3 & 4) in Fall 2020-2021 to 36.25% in Fall 2021-2022. Star Reading comparison Data in Spanish from Fall 2020-2021 shows a decrease in overall percentage of students in grade 2 from 70% at or above grade level (level 3 & 4) in Fall 2020-2021 to 48% in Fall 2021-2022.

The Star Math Comparison Data shows growth from Fall 2020-21 to Fall of 2021-22 in the overall proficiency in math school wide at levels 3 and 4 from 24.2% to 45.4%.

Grade level teams will continue to utilize multiple data points and formative assessments to monitor student progress and develop school wide focuses.

TK-4 will continue to follow DLI units which included standards based instructional plans for Spanish and English in social science, science, language, reading, writing and math. Analysis of data shows a need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. Goal 1 highlights opportunities for grade level collaboration to analyze student data and plan instruction to improve academic achievement. Goal 2 address strategies to strengthen social-emotional supports through PBIS framework. Goal 3 strategies focus on the home -school connection essential to maximize student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To improve student attendance
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	The average attendance from August- March of the 2019-20 school year was 95.92%. The average attendance from August- June for the 2020-2021 school year was 91.23%.	Attain an annual average attendance rate of 95% or higher in each grade level.
Engagement	The number of office referrals assigned: * August-May 2021-2022- 365 The number of suspensions: 5	To decrease the number of office referrals by 20% and increase the engagement time spent in the classroom. To decrease the number of suspensions by 20%
Panorama Survey	McKinna students in 3rd-5th grade took the Panorama Survey twice during the 2021-2022 school year. The survey	To increase 10% in all areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	provided a baseline data in the areas of student SEL competencies and learning supports/environments. Our overall rating in SEL during the 2021-2022 school year was 72%, rated as good. Growth Mindset-68% Self Management- 65% Social Awareness- 69% Emotion Regulation- 55% Teacher Student Relationships- 79% Sense of Belonging- 68%	

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 implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment that supports students at all levels of the MTSS pyramid of support. Mckinna will focus on clear behavior expectations in common areas such as the cafeteria, playground and hallways. Champs and STOIC will support our focus on learning classroom expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures

	PBIS Leadership, Safe Schools & VCOE support for PBIS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continued training, implementation and provide student incentives to improve attendance and behavior. Support PBIS to teach self regulation and responsibility, including support to reinforce behavior expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Student incentives for attendance, engagement, behavior & academics, funding allocated in Goal 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

Social-emotional learning through counselor led community circles, individual and small group instruction, ongoing monitoring through Panorama. In addition, our school counselor will do SEL lessons in the classroom to reinforce positive behavior and provide social emotional supports. Our counselor will plan and organize school wide activities to support tier 1 students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor focus on Social -emotional learning, District funded

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

Attendance will be monitored and Mini SARB meetings will be held for those students with excessive absences. The attendance clerk and ORC will monitor student attendance. Meetings and home visits to address chronic absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries ORC, Social worker, Attendance Tech, Counselor

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.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Continue implementing the RTI/MTSS model using the SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs. Wrap around services will be provided for students and their families to meet the social and emotional needs as well as support the implementation of a Restorative Justice Framework.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor, ORC, Social Worker & Other support staff, See Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Campus Supervisors are hired and trained to monitor playground and lunchtime activities. They will also provide extra support and child care for meetings and events (SSC, ELAC, Back to School Night, Parent Education). 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)
	District Funded 2000-2999: Classified Personnel Salaries Classified salaries & benefits: Campus Supervisors, Custodians, Office staff
	LCFF 2000-2999: Classified Personnel Salaries extra hours covered by site already documented with Goal 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.

All Students

Strategy/Activity

School wide and grade level incentives provided for attendance, academic growth, positive leadership, peaceful problem solving.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Incentives, Already budgeted in Goal 1 with LCFF targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Additional playground activities,(ie. jacks, pick up sticks, balls and additional PE equipment and resources) added to promote social-emotional well being utilizing SPARKS PE Curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Materials and Supplies for PE, cost already documented in Goal 1

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Training in COVID-19 Safety Protocols and Disaster Preparedness. Safety drills to reinforce safety and crisis response preparation. PBIS Team to review and revise Safety Plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded None Specified No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored on an ongoing basis to inform intervention needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Build capacity around research based Tier 1 practices for strengthening positive student behavior and maximizing student instructional time. School digital sharing platform and guide to Common Sense Digital Safety training implemented school wide aligned with Canvas learning management system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 None Specified Ongoing PD

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and students demonstrating social/emotional challenges.

Strategy/Activity

Establish MTSS behavior model with Intervention Support Team. Conduct weekly student support meetings, including SST, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Teachers will be released for meetings, observations, data review and progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher release time (sub expense included in Goal 1)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Counselor, ORC and Social worker will train staff to strengthen trauma informed practices and provide support to students and families as needed. Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor & ORC (see goal 1)
	District Funded 2000-2999: Classified Personnel Salaries ORC (see goal 1)
	District Funded Social Worker through Healthy Start County Program

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 support for underperforming and at risk sub groups within Homeless and Foster Youth, SED, English Learners, African Americans & Special Education students

Strategy/Activity

Small group counseling, book study and tutoring support based on Panorama survey and student attendance and engagement data to support social-emotional & academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor & teachers, funding for extra hours allocated in Goal 1

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Safety Team and community and District personnel will conduct training to strengthen crisis response preparedness and support school wide safety.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will teach digital citizenship and cyber safety through resources like Common Sense Media.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Common Sense Media Program (no cost), no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will create digital presentations including IBooks, slide shows, videos and podcasts that will demonstrate understanding and collaborative application of literacy and language development and civic responsibility.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Tk-5th grade students

Strategy/Activity

TK-5th grades will take the Panorama survey 2 times a year per District assessment calendar within their classrooms with support of teachers, ORC and Counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	no cost, Survey provided by the District

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.

McKinna's population includes a high percentage of at risk groups such as homeless and SED which needs to be taken into consideration when creating and reviewing the SPSA to positively impact student attendance, behavior and overall school culture and climate. A high need that impacts academic achievement is in the area of social-emotional need. Strategies and activities which address this need are listed in Goal 2. The McKinna community has a high percentage of referrals to Ventura County Behavioral Health, illustrating the high percentage of students and families who are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. It is therefore, especially important to

provide a systematic approach to supporting the social-emotional needs of students who have experienced trauma.

These issues have been especially exasperated due to interruption in traditional schooling with COVID-19. The McKinna community will continue to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a positive learning environment school wide. School staff; including the ORC, school counselor, attendance tech, and principal; will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School wide focus on social-emotional needs include ongoing check-ins, mindfulness practices, restorative circles and restorative dialogues. In addition, in order to address students' social, emotional, and behavioral needs, students are identified through the SST process and through Panorama surveys, to receive individual and/or small group counseling services provided by our school counselor. The ORC will continue to work closely with students and families to address attendance and student engagement concerns now documented within Q, the student data system. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Ongoing recognition of positive behavior and academic growth is integrated throughout the year to recognize hard work and positive choices students make.

During the 2022-23 school year, McKinna teachers and staff will focus on building strong connections with our students, hosting positive school wide activities focusing on bullying prevention, drug prevention, Sprinkling Joy of Happiness, ST Math celebrations, school spirit and more. Additionally, our sunshine committee will continue to plan positive activities for our teachers to strengthen our school climate. We will continue to strengthen our student leadership groups such as Club Live FNL. These students will be empowered to make positive activities for our students. Furthermore, we will continue to work within the Safe and Civil School model through a continuous improvement process to provide guidance that is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of this approach is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. Panorama survey information for TK-5 students will be utilized to target social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. Emphasis will be placed on common language, instruction and intervention to ensure student success in school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Returning to in person learning after almost two years of Distance Learning presented a series of unexpected challenges such as an increase of student absences due to COVID-19. Students also struggled to socialize effectively with their peers and often broke several behavior expectations not seen previously. Additionally, students seemed to struggle social emotionally. Furthermore, as a sight we were faced with teacher and staff shortages throughout the year. These challenges made it difficult to provide emotional support to students consistently. The McKinna staff is committed to create a positive and safe learning environment that promotes positive behavior and interactions amongst students in the classroom, playground, and throughout our school. During the 2022-2023 school year we will continue to strengthen the systematic approach to improving school wide climate and culture. We will continue to use CHAMPS protocols within the classroom to promote positive behavior and increase self-regulation, thus decreasing loss of instructional time due to disruptive behaviors. In addition, we will recognize positive behavior and academic growth within classrooms and at school wide and/or grade level assemblies. Furthermore, we will continue to strengthen our SST process to address Tier 2 and 3 academic and social-emotional needs of the students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the 2022-23 school year, McKinna will continue to build upon the MTSS model that works to align school wide systems and services to support District systems. The Panorama survey results for TK-5th grades will be utilized to monitor social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. This will provide staff and support personnel such as ORC and counselor with information to identify students and families who need additional assistance in areas of Wellness Accessibility, Wellness Mental Health and/or Wellness Physical Health. This data will also be utilized to plan and implement targeted support for social-emotional learning and specific needs. The SST and IEP review process will be utilized to monitor student progress and plan behavior, academic and social -emotional interventions as well as determine need for referrals to outside mental health agencies. Ongoing monitoring and training will be provided and modifications implemented according to updates and guidance received throughout the year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites, parent connect, flyers, CANVAS and social media so parents and community are informed about district and school instructional programs and activities. To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family engagement meetings/events like SSC, ELAC, Workshops	2021-22 school engagement opportunities offered through virtual meetings for SSC, ELAC, PTA, Back to School Night, parent webinars and student conferences. ELAC Average Attendance 2021-2022 was 28 parents. SSC Average Attendance in 2021-2022 was 7	Provide opportunities for monthly educational and social family involvement and school-home connections through web site resources, social media platforms, workshops, Project 2 Inspire, SSC, ELAC, PTA and other family events through a virtual setting. Increase family participation in Parent Meetings. Increase ELAC and SSC parent participation by 10%
Parent participation in SST and IEP meetings	2021-22 Benchmark: Various opportunities for parent/guardian participation	Weekly SST and IEP meetings including multiple ways for parents to attend: phone, virtual and in person.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	through phone, zoom and in person for SST, IEP meetings.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA, and Project 2 Inspire to promote LCAP-SPSA Goals around teaching and learning, culture and climate. Site Tech will support in maintaining school website and marquee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Communication via Blackboard-Parent Connect, web site, flyers, Canvas and social media, highlighted in Goal 1
	District Funded Counselor, ORC, Social Worker provide workshops, Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold family/parent workshops on topics to support families and their children with a focus on mental health support through partnership with Logrando Bienestar and Interface mental health services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to expand use of technology, school web site, social media, flyers and ongoing communication through Canvas with families about school events, programs and student progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Promote literacy, technology support, including Canvas, and school-home connection through monthly parent workshops offered during ELAC and SSC 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)
	LCFF 4000-4999: Books And Supplies Materials and Supplies , included in Goal 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

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 2000-2999: Classified Personnel Salaries Interpreters-translators, funding included in Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site support staff will provide workshops on parenting and child development including spearheading workshops through outside county agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies materials for workshops included in Goal 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.

All students

Strategy/Activity

Parents will be invited to participate in student support meetings including SSTs, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded ORC (see goal 1), funding already documented in Goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Incoming parent meetings will be held to familiarize parents with transition from pre-K to Tk/Kindergarten and 5th grade to middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra pay already included in goal 1 (see goal 1)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Covered in Goal 1, No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Families of English Learners

Strategy/Activity

Provide parent leadership and training opportunities through Project 2 Inspire and ELAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Parents will be invited to give input for reclassification for students who qualify to be re-designated as fluent English proficient.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

McKinna considers families the most essential partners in achieving goals within the SPSA. As such during the 2022-23 school year, McKinna will continue to offer our families various leadership and educational opportunities. The McKinna staff cultivates meaningful partnerships and authentic family engagement opportunities through structured meetings such as Back to School Night, Fall and Spring conferences, SSC, ELAC, PTA and more. McKinna partners with organizations like

Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education is also offered through the school counselor, social worker and ORC. We are committed to making parents feel welcomed and valued on our campus. McKinna will utilize the web site, Blackboard Parent Connect, email, calls, Canvas, Zoom, our school marquee, video bulletins and social media to maintain ongoing communication with families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Trauma is a barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health illustrate a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. Therefore, it is especially important to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The District funded ORC, counselor, social worker work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Ventura County Behavioral Health. This is especially important during the 2022-23 school year to support academic, physical, and social-emotional needs created by the COVID pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

McKinna staff will continue to promote family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna will offer multiple venues for family engagement through workshops to promote literacy and technology skills, including a better understanding of Canvas, reclassification meetings. Parent workshops will be offered during the 2022-23 school year virtually and in person. Parent workshops like Project 2 Inspire to increase EL parent engagement and advocacy will be offered through the District. McKinna will offer Coffee with the Principal as an opportunity to meet with parents and provide resources. Additionally, McKinna will continue ongoing communication through venues like Blackboard Parent Connect, Canvas, phone calls, emails, webinars, social media and the school web site, weekly video, and our school marquee. The school will include families in SST, IEP, 504, attendance review, conferences, Title 1 meeting and goal setting meetings as well.

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	$94,096.00
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	$219,512.00

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	$57,322.00
Title III	$36,774.00

Subtotal of additional federal funds included for this school: $94,096.00

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	$115,962.00
LCFF - Intervention	$9,454.00

Subtotal of state or local funds included for this school: $125,416.00

Total of federal, state, and/or local funds for this school: $219,512.00

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	57,322.00	0.00
Title III	36,774.00	0.00
LCFF	115,962.00	0.00
LCFF - Intervention	9,454.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	115,962.00
LCFF - Intervention	9,454.00
Title I	57,322.00
Title III	36,774.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,231.00
2000-2999: Classified Personnel Salaries	LCFF	26,926.00
4000-4999: Books And Supplies	LCFF	74,805.00
5000-5999: Services And Other Operating Expenditures	LCFF	13,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	9,454.00
1000-1999: Certificated Personnel Salaries	Title I	47,985.00
4000-4999: Books And Supplies	Title I	337.00
5000-5999: Services And Other Operating Expenditures	Title I	9,000.00
1000-1999: Certificated Personnel Salaries	Title III	29,527.00

2000-2999: Classified Personnel Salaries	Title III	5,450.00
5000-5999: Services And Other Operating Expenditures	Title III	1,797.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,512.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Erika Ragan	Principal
Leticia Batista	Classroom Teacher
Beatriz Viveros	Classroom Teacher
Veronica Garcia	Classroom Teacher
Elena Salgado	Other School Staff
Alejandra Lopez	Parent or Community Member
Susana Lopez	Parent or Community Member
Guadalupe Ortiz	Parent or Community Member
Maria Diaz	Parent or Community Member
Roberto Vicente	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Elena Salgado	School Site Council
Susana Lope	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 6-6-22.

Attested:

	Principal, Erika Ragan on 6-6-22
Elena Salgado	SSC Chairperson, Elena Salgado on 6-6-22

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

Ramona Elementary School

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramona Elementary School	56725386055362	June 6, 2022	August 24, 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.

Ramona Elementary School is located on the east side of Oxnard, where the population is predominantly of Latinx descent with a significant immigrant population. Our school is comprised of 99% Latinx, 1% white, 98.3% socioeconomically disadvantaged, 7.5 English only, and 92.5 % Developing Bilinguals. Among the Developing Bilinguals, we have dialects such as Mixtec and Zapotec, which comprise 9.2% percent of the Developing Bilinguals.

Ramona's vision is to empower all students to achieve excellence through hard work, perseverance, and a commitment to lifelong learning. Our Vision for the Dual Immersion Program is to provide students the opportunity to become Bilingual, Bi-Literate, and Multicultural competent through a rigorous academic program to develop to their fullest potential as global citizens. At the same time, we provide a safe, nurturing environment where students reach their academic potential and become responsible global citizens.

At Ramona, we have embraced the Power of Collective Efficacy, in which all staff members are committed to the success of all students. As stated by the research of Hattie metanalysis (201; "When staff members work together, collective efficacy is three times more powerful and predictive of student achievement and socioeconomics, double the effect of prior achievement, more than triple the effect of the home environment and parent involvement, and three times more predictive of student achievement."

Acquiring academic English language continues to be an important goal for Ramona School students, especially for our developing bilinguals. We critically examine what actions empower our students and which areas need further development to achieve greater success. Professional Learning Community teams collaborate after assessment to analyze data from formative assessments such as Star 360 Early Literacy, Reading, Math, and CAASPP Interim Assessment Blocks. Writing prompts, ELD assessments, curriculum-embedded assessments, and summative (CAASPP, ELPAC) assessments to monitor and identify key learning targets. Teachers use grade-level data to plan lessons, identify instructional strategies, and target students' intervention and acceleration.

Our literacy instruction aims for students to learn compelling reading and writing strategies and have daily time to apply such techniques through student-centered practice. We believe in the importance of first instruction and the idea that students learn to read and write through an inquiry-based balanced literacy approach. Therefore, the ultimate goal is to provide student-centered education that is overt, engaging, and rigorous but carefully scaffolded and differentiated to meet the various needs of all students. We believe in an inquiry-based balanced literacy approach that includes mastery of foundational literacy skills, as they will be the building blocks for future literacy work. While foundational skills are critical, they must be taught in balance with reading and writing within a meaningful context.

Instruction is standards-based and focused on content literacy organized into interdisciplinary units, promoting critical thinking, inquiry, and social action. We believe that an inquiry-based balanced literacy model includes a variety of lesson designs to meet the different needs of students, such as independent reading and writing, small group instruction, mini-lessons, and interactive opportunities enhanced by technology and based on a foundation of solid Oracy and background knowledge. In addition, students can access abundant rich, diverse, and culturally relevant literary and informational texts at both independent and instructional levels to enrich their academic experience.

In the case of the district's dual language immersion program, we embrace the research that states that biliteracy is developed through an inquiry-based balanced literacy model that occurs daily in both Spanish and English. In this context, we recognize the need to heighten the Spanish language to value students' culture and background.

To fulfill the above pedagogy, all teaching professionals work collaboratively within and across grade levels as they support the essential components of the district's literacy and biliteracy program while implementing data-driven decision-making and evidence-based practices.

For the 2022-2023 School Year, Ramona Elementary will allow parents to enroll their children in a 50/50 Dual Language Immersion Program (DLI) starting in Kindergarten through fourth grade. Every year we will add one grade until every grade Kinder through fifth grade, becomes part of the Dual Immersion Language program. In addition, we will be hosting our Universal Transitional Kinder, UTK, with a 50/50 Biliteracy approach.
In addition to the first instruction, students are supported with individualized supplemental applications such as Lexia Core5, ST-Math, and Accelerated Reader (AR). Lexia CORE5 enriches academic education and reinforces learning in an adaptive, personalized, and individualized learning that motivates students by creating a customized and personalized learning path. ST-Math starts by teaching the foundational concepts visually and then connects the ideas to the symbols and language. ST Math is a standards-aligned program that creates opportunities to move away from digitized math drills and puts them in the mindset to think creatively. Lexia and ST Math programs create personalized learning paths for students of all abilities through adaptive placement and scaffolded activities that align with rigorous standards. The goal for AR is for students to develop a love for reading, which in turn creates a passion for learning, providing the opportunity to become lifelong learners.
We use technology to accelerate individualized and personalized learning while creating critical, independent thinkers. We provide a supportive environment that addresses all students' needs, including nutrition, physical, social-emotional, safety, and intellectual growth.
We will continue developing as professionals and building capacity by attending professional development that enhances our understanding of research-based Common Core State Standards practices. Participating in reciprocal Professional Learning Communities to reflect, improve, and advance instructional practices. Attend training that supports Inquiry-Based Learning and focuses on developing STREAM-based learning.
We have aligned our mission, vision, and purpose to reflect the Oxnard School District student profile, where our goal is to promote students with the following traits.
Collaborator: Students will be collaborative learners, able to communicate and learn through and with others.
Digital Learner: Students will be technologically, artistically, academically, and linguistically prepared to succeed and lead.
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.
Global Thinker: Students will be compassionate, multilingual, and inclusive, able to understand and convey pride in their identity, heritage, and history.
Achiever: Students will demonstrate their knowledge of local and state measures in all academic areas.
Problem Solver: Students will be confident and solution-oriented, demonstrate a growth mindset, and advocate for themselves and others.
Innovator Students will be creative writers, successful readers, and mathematical thinkers, able to create, design, and apply new knowledge in various contexts.

Finally, continue to provide educational and social-emotional services due to the COVID19 pandemic

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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 site administrator conducted formal and informal classroom observations to collect data in grades PK/TK-5th Grades throughout the school year. During classroom walkthroughs, "Look-Fors" were inconsistently in many classes. Some of the Look Fors included students being aware of and understanding the lesson's learning objective, ensuring that students were doing most of the talking, with purposeful and academically focused conversations. Ensuring students understood the activity, participated in cooperative learning, problem-solving, creative projects, and high-level thinking, and provided meaningful student participation. These observations provide information to develop goals, actions, and services. Then addressed during staff development days, Professional Learning Communities (PLCs), and grade-level meetings. As a site team, we are also very aware of the significant loss of instruction during Distance Learning due to the Covid Pandemic. As we were on distance learning the year prior, many students had challenges connecting through the internet or didn't have the right learning environment. In addition, we have noticed many students this year that had to miss school due to having COVID-like Symptoms.
For that reason, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Ramona uses formative and summative assessment data to inform and improve instruction and student achievement. Formative assessments include the Star 360 Early literacy, Reading and Math, Spanish for Dual immersion programs, CAASPP, Interim assessment blocks, and district writing assessment prompts. Students take the CAASPP and ELPAC as part of the Summative Evaluation for ELA, Mathematics, and Science in the spring.
Panorama Survey is given to students three times to unify the district SEL work and measure students' progress in engagement, social awareness, growth mindset, self-management, emotional regulation, sense of belonging, and teacher-student relationships. The Panorama survey is part of a comprehensive data-driven decision-making process on improving school climate and student learning environments for overall school improvement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to address the needs of all students and specifically underperforming students, teachers are provided time to meet as a grade level. The purpose is to increase student achievement and teacher awareness of students' levels. After each assessment, teachers review the data and plan accordingly.
Within a Professional Learning Community context, grade-level teams frequently collaborate to analyze data from both formative (Star 360 Early Literacy/Reading/Math (Spanish and English for DLI students), CAASPP Interim Assessment Blocks, writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. The teacher also tracks formative and summative data to support student learning, including the progress on assessments and tools that provide students opportunities to address their individual educational needs through Lexia and ST Math programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaboration is provided in which teachers identify learning targets, develop and agree on common assessments, analyze data, and create a plan to address student learning. DLI teachers also include discussion of the biliteracy units, planning, developing, implementing, and evaluating. Leading questions include, what do we want students to know? How do will we know if they have learned it? What will we do if they have not learned it? And what will we do if they have?

The Tier System of Supports model provides specific and aligned intervention strategies to underperforming students at Tier I, II, and III levels. Students' progress and response to these intervention strategies are monitored by using pre and post-assessment data. The teacher provides tier I support, and our literacy teacher provides tier II and III in conjunction with the classroom teacher.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Ramona, we use a Multi-Tier System of Supports to help our under-performing students meet grade-level standards. This instructional model includes universal screening, multiple tiers of support (Tier I, Tier II, and Tier III), data collection, and reviews to inform interventions in each tier. During regular student monitoring by teacher and grade level collaboration, students who are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. During these times, the Instructional Support Teachers support students and teachers to reduce teachers' ratio to students and provide targeted instruction. These interventions typically last 6-8 weeks and are specific to the student's needs. Student progress is monitored, and teachers adjust the interventions accordingly to ensure students reach the expected goals. If the student shows little to no growth, they are referred to the Coordinated Service Team (CST) for further interventions where the team suggests interventions. Students who are not meeting Tier II interventions' expectations are referred to the Student Success Team (SST). Parents are crucial to student success; thus, they are informed of a teacher's concern as soon as Tier 1 interventions start. Parents are invited to SST meetings to create a successful plan for interventions. Those students who are still not demonstrating adequate progress may be referred for a Special Education evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and district nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of the good first instruction to raise student achievement. These practices may include, but are not limited to, having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitoring and checking for understanding, and providing corrective feedback.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ramona provides several opportunities for parents to become involved in their children's education through various educational and advisory opportunities throughout the year that will strengthen the family-school partnership. Parents are encouraged to participate and support Ramona Elementary students by becoming involved in parent training workshops in various areas including, but not limited to:

- Parent Project, Loving Solutions, social skills, and discipline
- Family Literacy Nights with a focus on ELA/Math and technology
- IPad and application programs such as Lexia, ST-Math, MyOn, and Canvas
- STREAM Night, where students present Inquiry-Based Projects
- Parent Book Club, where parents have the opportunity to have reach discussions with admin as well as other parents

Parents are encouraged to participate in school, district, and community events, including, but not limited to:

- VCBH Logrando Bienestar
- MICOP, Viviendo con Amor
- Class and field trip volunteers
- PTA events
- School Site Council
- English Language Advisory Committee, ELAC monthly meetings
- Parent Nutrition Classes
- Parenting classes
- Coffee with the Principal/Title 1 meetings
- Read across America
- Awards Assemblies
- Project 2INSPIRE

Our ORC and counselor offer support by connecting families with necessary services to address social-emotional needs. These meetings allow parents to voice any concerns, receive information, and have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety, and other school-related programs and activities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ramona Elementary will continue to prioritize parent involvement during the 2022-2023 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent-Teacher Association are elected annually or biennial. School or district-adopted bylaws govern these committees' protocols and decision-making processes to ensure that annual goals and fiscal spending are centered on student success. Throughout the 2022-2023 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness in meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals and review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel to analyze and monitor student achievement data to improve curriculum, instruction, and assessment. Transitional meetings and presentations are held yearly by the middle School Counselors to inform 5th-grade students of programs offered in the middle school, such as AVID and pathways to college and career readiness. In addition, the principal and school counselor present A-G requirements for all 5th-grade students and parents.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are dedicated to improving student academics by providing resources, enrichment, and interventions to all students with evidence-based teacher teaching collaboration focused on analyzing and monitoring data to inform classroom and school-wide instructional programs and practices. Categorical funds were also used to support the continued development of our PBIS approach, which benefits all students in their behavioral and academic progress.
The following services were funded through categorical funds to enable underperforming students to meet the standards.

- Tutoring before and after school
- Student leadership weekly meeting
- Girls Leadership Day
- Staff Collaboration
- Professional Development and conferences
- Parent Conferences
- Enrichment Field Trips
- Substitutes for CST/SST/IEP meetings
- Intervention Support Provider (ISP)
- Babysitting for EL parents
- Verbal Translation for meeting with EL parents
- Overtime for Counselor, ORC, and Clerical staff for EL parent support

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students, and sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding and school sites are allocated a portion of these funds to provide additional resources for student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Ramona SPSA was developed with the input of the School Leadership Team and reviewed with parents during our Title I and ELAC meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. SPSA was presented to the School Site Council and reviewed during the June meeting. All parent committees (PTA, ELAC, SSC, and Title I) participated in developing the SPSA. School Site Council reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Throughout the year, regular teacher substitutes continued to be a challenge of not having adequate teachers and classified substitutes to cover the different positions throughout the school. Lack of substitutes challenges extended to other positions, and the principal, counselor, or other available staff had to be taken out of their roles to ensure student's learning and safety. Lack of personnel also affects well-developed plans to provide extended time for professional learning communities.
Since the March 2020 school year when the COVID-19 pandemic affected us locally and globally, it also highlighted the many inequalities in technology access. Many of our students lacked proper access or had limited Wi-Fi access. The lack of Wi-Fi access outside the school and a stable learning environment further widens the prominent educational inequities with poverty.

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%	0%	%	0	0	
African American	0%	0%	%	0	0	
Asian	0%	0%	%	0	0	
Filipino	0%	0%	%	0	0	
Hispanic/Latino	99.48%	99.6%	99.5%	578	552	540
Pacific Islander	0%	0%	%	0	0	
White	0.52%	0.4%	0.5%	3	2	5
Multiple/No Response	0%	0%	%	0	0	
			Total Enrollment	581	554	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	135	120	122
Grade 1	88	96	92
Grade 2	88	85	91
Grade3	82	87	79
Grade 4	92	76	79
Grade 5	96	90	77
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	581	554	540

Conclusions based on this data:

Overall the student population at Ramona School has minimally changed from one year to the next. Overall our student population remains unchanged from 99.5% Latinx and 0.5% White. The Mixtec indigenous population

represents the second greatest subgroup in the school and the district. Currently, we host about 70 families who speak Mixtec and Zapotec and represent about 10% of our developing bilinguals.
Our student enrollment declined from 581 students in 2019-2020 to 540 in the 2021-2022 school years, a difference of 41 students

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	516	470	438	85.1%	80.9%	79.1%
Fluent English Proficient (FEP)	52	82	76	8.6%	14.1%	13.7%
Reclassified Fluent English Proficient (RFEP)	34	83	32	6.7%	16.1%	6.8%

Conclusions based on this data:

The 2020-2021 preliminary ELPAC data for students show 79.1% for Developing Bilinguals; 13.7% are Fluent English Proficient, and 6.8% are Reclassified Fluent English Proficient (RFEP). The data shows a slight decrease of 0.4% of Fluent English Proficient Students and a 9.3% decrease of reclassified Fluent English Proficient Students. Ramona increased the percentage of reclassified students between 2018-2019 from 34-83, and we increased from 6.7% to 16.1%, respectively. The ELPAC was not administered in the spring of 2020 due to the covid19 pandemic. Data for 2022 is not available yet, but we need to continue to provide daily designated and integrated ELD instruction to our students based on our data. Classroom teachers will integrate verbal and written language supports and scaffolds throughout all core subject areas to enable English Learners to access grade-level subject matter. The two main languages spoken at Ramona besides English are Spanish and Mixtec.

School and Student Performance Data

Star Early Literacy

Ramona Elementary School											
		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
Grade K	71	11	15%	13	18%	7	10%	40	56%	3	775
Grade 1	85	34	40%	23	27%	10	12%	18	21%	2	779
Grade 2	15	14	93%	0	0%	1	7%	0	0%	1	754

Conclusions based on this data:

Early Literacy:

The STAR Early Literacy data above indicates that 43% of our students who took the Early literacy test tested at level 1 (urgent intervention), 20% at level 2 (intervention), 15% at level 3 (on watch), and 22 % at level 4 (at or above benchmark).
In the Fall of 2020, we had an overall Proficiency of 25.1%, Winter of 36.5%, and Spring of 2021, 21.9%. Our students decreased overall by 3.2% over the year.
The above data is significant as our proficiency rate has decreased dramatically from what we expected at the beginning of the year and end. Ninety-four students in first grade and nine students in 2nd grade took the Early literacy at the end of the 2020-2021 school year, whereby this time, they should have taken the Star Reading test.

School and Student Performance Data

Star Reading

Ramona Elementary School											
		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 2	10	9	90%	0	0%	1	10%	0	0%	1	780
Grade 3	77	54	70%	17	22%	6	8%	0	0%	1	885
Grade 4	64	41	64%	11	17%	9	14%	3	5%	1	963
Grade 5	63	34	54%	14	22%	12	19%	3	5%	1	994

Conclusions based on this data:

Star Reading
The STAR Reading data above indicates that 35% of our students who took the Star Reading test were tested at level 1 (urgent intervention), 26% at level 2 (intervention), 17% scored at level 3 (on watch), and 22 % level 4 (at or above the benchmark).
In the Fall of 2020, we had an overall Proficiency of 19.6%, Winter 25.2%, Spring of 2021, 24.8%. Our students increase overall by 5.2% over the year.

School and Student Performance Data

Star Math

Ramona Elementary School											
		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 1	90	34	38%	35	39%	19	21%	2	2%	2	822
Grade 2	3	2	67%	0	0%	1	33%	0	0%	1	872
Grade 3	78	47	60%	19	24%	10	13%	2	3%	1	926
Grade 4	64	27	42%	23	36%	13	20%	1	2%	2	978
Grade 5	61	43	70%	13	21%	2	3%	3	5%	1	992

Conclusions based on this data:

Star Math

The data above indicates that on average 32% of our students who took the Star Math test scored at level 1 (urgent intervention), 25% scored at level 2 (intervention), 14% scored at level 3 (on watch), and 29% scored at level 4 (at or above the benchmark).

In the Fall of 2020, we had an overall Proficiency of 39.3%, Winter 38.2%, Spring of 2021, 29.1%. Our students' scores decreased by 10.2% over the year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	107	96		106	95		106	95		99.1	99	
Grade 4	105	97		105	97		105	97		100	100	
Grade 5	66	103		66	103		66	103		100	100	
All Grades	278	296		277	295		277	295		99.6	99.7	

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	2363.	2364.		3.77	5.26		17.92	16.84		19.81	28.42		58.49	49.47	
Grade 4	2397.	2390.		9.52	2.06		15.24	17.53		14.29	21.65		60.95	58.76	
Grade 5	2439.	2464.		1.52	6.80		24.24	32.04		19.70	24.27		54.55	36.89	
All Grades	N/A	N/A	N/A	5.42	4.75		18.41	22.37		17.69	24.75		58.48	48.14	

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 3	5.66	4.21		33.96	49.47		60.38	46.32	
Grade 4	8.57	6.19		41.90	44.33		49.52	49.48	
Grade 5	3.03	15.53		56.06	50.49		40.91	33.98	
All Grades	6.14	8.81		42.24	48.14		51.62	43.05	

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	3.77	3.16		38.68	47.37		57.55	49.47	
Grade 4	6.67	5.15		33.33	38.14		60.00	56.70	
Grade 5	9.09	11.65		43.94	56.31		46.97	32.04	
All Grades	6.14	6.78		37.91	47.46		55.96	45.76	

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

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	10.38	9.47		63.21	61.05		26.42	29.47	
Grade 4	5.71	5.15		63.81	55.67		30.48	39.18	
Grade 5	3.03	5.83		54.55	63.11		42.42	31.07	
All Grades	6.86	6.78		61.37	60.00		31.77	33.22	

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	9.43	6.32		41.51	50.53		49.06	43.16	
Grade 4	11.43	3.09		40.00	36.08		48.57	60.82	
Grade 5	9.09	15.53		48.48	48.54		42.42	35.92	
All Grades	10.11	8.47		42.60	45.08		47.29	46.44	

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:

Analysis of CAASPP Preliminary summative data for English Language Arts shows that students in grades 3-5 at Ramona Elementary scores decreased overall. Student achievement outcomes between 2019 and 2021, with the total number of students who met or exceeded standards decreased from 26% for the 2018-19 school year to 20% in the 2021-22 school year. Although we didn't see an increase, based on the decrease in scores of grades 3-5 students meeting or exceeding standards, Ramona Elementary classroom teachers will continue to implement evidence-based instructional practices to provide all students with clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within and across grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards. Teachers will also provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school to increase students' English language arts skills. Teachers will collaborate on power standards and backward planning to address all students' needs.

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 3	107	96		106	95		106	95		99.1	99	
Grade 4	105	97		105	97		105	97		100	100	
Grade 5	66	103		66	103		66	103		100	100	
All Grades	278	296		277	295		277	295		99.6	99.7	

* 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	2368.	2387.		1.89	3.16		14.15	21.05		25.47	26.32		58.49	49.47	
Grade 4	2400.	2407.		0.00	0.00		12.38	11.34		33.33	39.18		54.29	49.48	
Grade 5	2391.	2426.		0.00	1.94		1.52	6.80		13.64	26.21		84.85	65.05	
All Grades	N/A	N/A	N/A	0.72	1.69		10.47	12.88		25.63	30.51		63.18	54.92	

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	4.72	14.74		33.96	25.26		61.32	60.00	
Grade 4	3.81	1.03		20.00	27.84		76.19	71.13	
Grade 5	0.00	2.91		9.09	19.42		90.91	77.67	
All Grades	3.25	6.10		22.74	24.07		74.01	69.83	

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	5.66	6.32		31.13	42.11		63.21	51.58	
Grade 4	2.86	4.12		38.10	37.11		59.05	58.76	
Grade 5	0.00	0.97		21.21	39.81		78.79	59.22	
All Grades	3.25	3.73		31.41	39.66		65.34	56.61	

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	5.66	12.63		38.68	45.26		55.66	42.11	
Grade 4	6.67	3.09		31.43	42.27		61.90	54.64	
Grade 5	1.52	1.94		16.67	33.98		81.82	64.08	
All Grades	5.05	5.76		30.69	40.34		64.26	53.90	

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

Conclusions based on this data:

Analysis of CAASPP preliminary summative data for Mathematics shows that students in grades 3-5 at Ramona Elementary's overall scores remained the same between 2018 and 2021, with the total number of students who met or exceeded standard staying the same at 14% in the 2018-19 school year and 14% in the 2021-22 school year. Based on this outcome and the small percentages of grades 3-5 students meeting or exceeding standards, Ramona Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. Classroom teachers will also implement effective, evidence-based instructional strategies to provide all students with clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative

assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1406.4	1411.8	1390.5	1414.1	1420.0	1405.3	1388.4	1392.5	1355.8	126	131	80
1	1454.0	1451.5	1424.7	1447.0	1442.1	1445.8	1460.5	1460.4	1403.0	82	86	52
2	1491.5	1501.5	1462.4	1484.3	1493.4	1468.1	1498.2	1509.2	1456.3	96	79	55
3	1486.3	1483.1	1484.9	1479.0	1478.7	1488.3	1493.0	1487.0	1481.0	86	50	79
4	1494.9	1502.9	1506.0	1484.6	1487.6	1503.8	1504.6	1517.8	1507.8	61	56	55
5	1509.0	1519.4	1507.8	1500.7	1515.5	1506.3	1516.9	1522.7	1508.7	30	41	37
All Grades										481	443	358

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	19.05	6.11	2.53	23.02	35.11	22.78	35.71	45.04	40.51	22.22	13.74	34.18	126	131	79
1	31.71	10.47	1.92	32.93	29.07	23.08	25.61	48.84	34.62	*	11.63	40.38	82	86	52
2	48.96	18.99	9.09	35.42	63.29	30.91	13.54	15.19	49.09	*	2.53	10.91	96	79	55
3	*	8.00	8.86	33.72	34.00	27.85	34.88	42.00	49.37	23.26	16.00	13.92	86	50	79
4	*	8.93	9.09	54.10	44.64	49.09	24.59	44.64	38.18	*	1.79	3.64	61	56	55
5	*	12.20	8.11	53.33	41.46	32.43	*	36.59	54.05	*	9.76	5.41	30	41	37
All Grades	23.49	10.38	6.44	34.93	40.63	30.25	27.44	39.28	43.98	14.14	9.71	19.33	481	443	357

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	23.02	10.69	5.06	26.98	34.35	30.38	24.60	39.69	36.71	25.40	15.27	27.85	126	131	79
1	40.24	9.30	15.38	35.37	25.58	34.62	*	47.67	30.77	*	17.44	19.23	82	86	52
2	55.21	30.38	18.18	34.38	58.23	34.55	*	8.86	38.18	*	2.53	9.09	96	79	55
3	17.44	28.00	21.52	47.67	22.00	45.57	22.09	26.00	21.52	12.79	24.00	11.39	86	50	79
4	22.95	19.64	27.27	44.26	51.79	52.73	18.03	21.43	16.36	*	7.14	3.64	61	56	55
5	*	41.46	24.32	53.33	34.15	62.16	*	14.63	5.41	*	9.76	8.11	30	41	37
All Grades	32.02	19.86	17.65	37.42	37.70	41.74	16.84	29.57	26.33	13.72	12.87	14.29	481	443	357

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	19.05	5.34	1.27	11.11	28.24	10.13	48.41	51.15	54.43	21.43	15.27	34.18	126	131	79
1	32.93	12.79	1.92	28.05	26.74	13.46	20.73	43.02	19.23	18.29	17.44	65.38	82	86	52
2	44.79	20.25	3.64	21.88	48.10	29.09	22.92	22.78	38.18	*	8.86	29.09	96	79	55
3	*	4.00	6.33	24.42	22.00	15.19	30.23	52.00	45.57	40.70	22.00	32.91	86	50	79
4	*	7.14	5.45	36.07	30.36	27.27	42.62	46.43	41.82	18.03	16.07	25.45	61	56	55
5	*	0.00	5.41	50.00	14.63	5.41	36.67	73.17	62.16	*	12.20	27.03	30	41	37
All Grades	21.00	9.03	3.92	24.12	29.80	16.81	33.89	46.05	43.70	21.00	15.12	35.57	481	443	357

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	36.51	8.40	5.06	50.00	79.39	79.75	13.49	12.21	15.19	126	131	79
1	47.56	22.09	30.77	37.80	69.77	55.77	14.63	8.14	13.46	82	86	52
2	63.54	34.18	16.36	36.46	64.56	78.18		1.27	5.45	96	79	55
3	25.58	20.00	24.05	65.12	58.00	67.09	*	22.00	8.86	86	50	79
4	31.15	21.43	40.00	55.74	67.86	49.09	*	10.71	10.91	61	56	55
5	*	17.07	8.11	66.67	75.61	83.78	*	7.32	8.11	30	41	37
All Grades	40.75	19.41	20.45	49.69	70.65	68.91	9.56	9.93	10.64	481	443	357

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	20.63	12.98	6.33	45.24	66.41	46.84	34.13	20.61	46.84	126	131	79
1	31.71	3.49	7.84	58.54	69.77	66.67	*	26.74	25.49	82	86	51
2	58.33	27.85	23.64	37.50	69.62	63.64	*	2.53	12.73	96	79	55
3	29.07	30.00	32.88	52.33	44.00	57.53	18.60	26.00	9.59	86	50	73
4	44.26	30.36	40.38	40.98	57.14	59.62	*	12.50	0.00	61	56	52
5	36.67	51.22	58.33	56.67	36.59	33.33	*	12.20	8.33	30	41	36
All Grades	35.55	21.44	25.43	47.40	61.17	55.20	17.05	17.38	19.36	481	443	346

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	11.90	2.29	1.27	67.46	85.50	67.09	20.63	12.21	31.65	126	131	79
1	45.12	24.42	7.69	29.27	50.00	26.92	25.61	25.58	65.38	82	86	52
2	48.96	17.72	10.91	36.46	74.68	61.82	14.58	7.59	27.27	96	79	55
3	*	4.00	5.06	43.02	48.00	46.84	52.33	48.00	48.10	86	50	79
4	*	5.36	5.45	68.85	64.29	63.64	27.87	30.36	30.91	61	56	55
5	*	4.88	5.41	73.33	80.49	64.86	*	14.63	29.73	30	41	37
All Grades	22.45	10.16	5.60	50.94	69.30	55.18	26.61	20.54	39.22	481	443	357

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	38.10	35.88	8.86	39.68	42.75	39.24	22.22	21.37	51.90	126	131	79
1	20.73	11.63	3.92	64.63	75.58	37.25	14.63	12.79	58.82	82	86	51
2	42.71	17.72	7.27	53.13	75.95	49.09	*	6.33	43.64	96	79	55
3	17.44	8.00	8.86	63.95	80.00	72.15	18.60	12.00	18.99	86	50	79
4	*	19.64	12.73	70.49	76.79	70.91	*	3.57	16.36	61	56	55
5	*	9.76	2.70	70.00	78.05	75.68	*	12.20	21.62	30	41	37
All Grades	28.69	20.32	7.87	56.76	66.82	56.46	14.55	12.87	35.67	481	443	356

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:

The preliminary data for students assessed on the 21-22 ELPAC for developing bilinguals (English Language Learners) show a slight increase in scores in grades 3rd-5th and a slight decrease in 2nd grade as compared to the 20-21 school year. No preliminary data is available for kindergarten and first. Based on the data we will continue to focus on designated and integrated ELD.
Scores above should be taken with caution due to Covid19 challenges.

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 instruction
To provide opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	CAASPP Data 2021-2022 (All Students): 20.0 % Met/Exceeded 25% Nearly Met 54% Not Met Preliminary Data	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC, and 10% of the student will move from approaching to meeting or exceeding. 2022-2023 CAASPP Expected Outcomes (All Students): 30.0% Met/Exceeded 35% Nearly Met 44 % Not Met
CAASPP Math Data	2021-2022 CAASPP Data (All Students): 14 % Met/Exceeded 25 % Nearly Met 59.0% Not Met Preliminary Data	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC, and 10% of the student will move from approaching to meeting or exceeding. 2022-2023 CAASPP Expected Outcomes (All Students): 24% Met/Exceeded 35% Nearly Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		49.0% Not Met
STAR 360 Reading	The Percentage of students at or above on the district benchmark on the Fall Star360 2022 Reading test Assessment K-Early Literacy Spanish 89 % K- Early Literacy English 56 % 1st Grade Early Literacy Sp 42% 1st Grade EarlyLiteracy En 20% 2nd Grade Star Reading 20% 2nd Grade STAR Reading Sp 49% 3rd Grade Star Reading En 11% 3rd Grade Reading Spanish Sp 49% 4th Grade Star360 Reading 15% 5th Grade Star360 Reading 16%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star360. K-Early Literacy Spanish 95% K- Early Literacy English 61% 1st Grade Early Literacy Sp 47% 1st Grade EarlyLiteracy En 26% 2nd Grade Star Reading 30% 2nd Grade STAR Reading Sp 59% 3rd Grade Star Reading En 22% 3rd Grade Reading Spanish Sp 59% 4th Grade Star360 Reading 34% 5th Grade Star360 Reading 30%
STAR 360 Math	The Percentage of students at or above the District benchmark on the Fall Star360 Reading test Assessment 1st Grade Star360 Math 2% 2nd Grade Star360 Math 4% 3rd Grade Star360 Math 3% 4th Grade Star360 Math 8% 5th Grade Star360 Math 6%	Students will Demonstrate growth by moving at least one or two levels across the different bands on Star360. The Percentage of students who will score at or above will increase by at least 10% 1st Grade Star360 Math 18% 2nd Grade Star360 Math 17%% 3rd Grade Star360 Math 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		4th Grade Star360 Math 20% 5th Grade Star360 Math 21%
English Language Learners	Based on 2022 ELPAC data: 192 students, 46% of all students scored Level 1 (Beginning Stage) 130 Students 31%% of students achieved Level 2 (Somewhat Developed) 82 Students 20% of students achieved Level 3 (Moderately Developed) 4 Students 15% of students achieved Level 4 (Well Developed)	Students will demonstrate growth by moving one or two levels across the different bands in the ELPAC, and 10% of students will move from approaching to meeting or exceeding.
ST-Math	Syllabus Progress during the 2021-2022 School year School Average 63%	ST Math is supplemental grade-level math that reviews and reinforces grade-level standards and first instruction. The goal will be for Ramona school to be able to cover 67% of the grade-level curriculum according to ST Math Data.
Lexia CORE 5 Language Arts	Lexia CORE5 results for the Fall 2022 School year; Fall: Reached End of the Year Benchmark: 22% On grade level: 39% One grade level below 24% Two + grade levels below 15%	The goal for the 2022-2023 school year is to have students meet usage and to have 50% of the students reach the end of the year benchmark at grade level or above as measured by Lexia Core5. EOY Reached End of the Year Benchmark: 50% On grade level: 25% One grade level below 15% Two + grade levels below 10%
Accelerated Reader	2021-2022 Average number of students who met their	Increase the number of students Meeting their

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	comprehension and point goal for all three trimesters. 1st grade: 0 2nd-Grade: 23 Third-Grade 17 4th- Grade: 57 5th Grade: 48	Accelerated Readers Goal by 10% each trimester using 1st trimester as a baseline (1st grade doesn't start AR until the second trimester) Note: These are exceptional times in which we must celebrate every accomplishment for each and every one of our students.
Writing		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of District adopted curriculum reading program as aligned with CCSS. Ensure the appropriate time for English Language Arts, Mathematics, English Language Development, and Physical Education instruction at each grade level
Professional Development opportunities will be provided by the district, county, and outside agencies.
The year's goal will be to improve data scores through PLCs, Target time, and look-fors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The STAR 360 Reading, Math, and Early Literacy assessments will be administered five times per year to all students from Kindergarten to 5th-Grade.
The STAR 360 Spanish Literacy or STAR360 reading will be given to those students in the Kindergarten to fourth-grade Dual Immersion Language, DLI.
The CAASPP, English Language Arts and Math test, will be given to grades third through fifth.
ELPAC Listening, speaking, reading, and writing will be given to English Language Learners in Kinder-5th grade.
Data will be analyzed during PLCs and goal set in order to address outcomes

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1043	Title I 4000-4999: Books And Supplies Materials and Supplies (Headphones/privacy dividers, snacks).
1500	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay (support during CAASPP testing, proctors)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will use grade-level collaboration and Professional Learning Communities (PLCs) to plan and examine student assessments work samples to ensure students are mastering grade level standards. Teacher collaboration and observation will occur in order to best address the needs of all students and share best practices to evaluate and analyze formative assessment data on student achievement through PLCs to inform instructional practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Grade Level Collaboration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Dual Immersion, Math, Science, and Technology mentors will support and assist classroom teachers with planning, instruction, unit development and implementation, Math and ELA curriculum and provide professional development, as well as assisting in the integration of technological tools and software to support students and teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified salary: IT Tech
	District Funded 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the Dual Immersions Program

Strategy/Activity

Implementation of Dual Immersion Education in Kinder to 4th grade following the district's Master Plan
Provide Dual Language Professional Development throughout the school year for Dual Language Development and Enrichment.
Attend professional development and conferences offered by CABE, VCOE, and others.
Provide an additional hour per teacher of Para support in the DLI-Kinder and first grade to reinforce literacy
Expand bilingual classroom libraries that are culturally sensitive with rich and diverse stories.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded DLI Professional Development
2000	Title I 1000-1999: Certificated Personnel Salaries DLI Professional Development
5000	LCFF 4000-4999: Books And Supplies Books and other materials
22,546	LCFF - Intervention 2000-2999: Classified Personnel Salaries Paraprofessional Support for Transitional Kinder, Kinder and parent contact

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of the District Master Plan for English Language Learners.

Grade levels to differentiate instruction according to student English proficiency level during integrated and designated ELD.

Teachers will work with the English Department to support classroom English Language Development instruction across all content areas follow by chats with students.

Reclassification Assembly to recognize individual students' language achievements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded EL TOSA

	District Funded Reclassification Medals
200	Title III 4000-4999: Books And Supplies Reclassification Recognition Refreshments

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will focus on creating and implementing CCSS units to address grade-level STREAM strands.
Students will have access to a "Makerspace," where students will have the opportunity to explore, make, learn, share and collaborate as it pertains to the school STREAM strands.
During STREAM nights, students will showcase their projects and findings to peers, parents, and community members.
Attend Professional Learning Development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 1000-1999: Certificated Personnel Salaries Professional development
4000	LCFF 4000-4999: Books And Supplies Materials and Supplies
3000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries STREAM project support before and afterschool

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Canvas Liaison and District IT collaborate and support teachers with the development of canvas pages and student assignments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Certificated
	District Funded EL TOSA

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

Students will take field trips related to grade level STREAM strands (i.e., Science Center, Agricultural Museum, Pumpkin Patch, Santa Barbara Zoo, and Universities). Virtual field trips will be optional if continuous restriction continue due to COVID19. Following OSD safety guidelines for COVID19

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 5700-5799: Transfers Of Direct Costs Admission fees Transportation (as permitted per OSD COVID19 Safety Guidelines)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide GATE enrichment for students in third through fifth grade.

Provide opportunities for teachers to develop professional capacity by attending CAG conferences and other Professional Learning Development on student engagement and integration of differentiated instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

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

Promote literacy through the love for learning by engaging students in an individualized goal-setting competition through Accelerated Reading (AR) and MyOn programs with individual, grade level, and school-wide recognition.
Provide students with timely, relevant, and engaging standard-based reading (NEWSELA).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Academic Incentives for AR
	District Funded Renaissance STAR360-AR contract
	District Funded MyOn contract
	Title III

	5800: Professional/Consulting Services And Operating Expenditures NEWSELA

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

Library Media Technician supports students' biliteracy by creating a supportive environment that supports learning in both languages with rich diverse stories that are culturally sensitive. Books clubs before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF - Intervention 4000-4999: Books And Supplies Books Materials and Supplies
1000	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified extra pay

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

Site assigned Media Tech and District IT department will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

	Site assigned Tech

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Canvas Liaison will support and assist classroom teachers in developing lessons design through the canvas learning platform. Canvas Liaison will create activities that support technology integration into various curriculum areas and train teachers to use the current technology to meet district curriculum goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Tech Mentor

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

OSD- Student Profile Technologically, artistically, academically, and linguistically prepared to succeed and lead.
Provide students with individualized and personalized learning opportunities through Lexia Core5 and ST-Math.
Apps and subscriptions to supplement first instruction and accelerate and solidify student learning and mastery of Common Core State Standards through individualized and personalized learning.
LEXIA Core5 Reading: Foundational reading skills are specifically written to support Common Core State Standards by providing a systematic and structural approach to six critical areas of reading; Phonological awareness, phonics, structural analysis, automaticity/fluency, vocabulary, and fluency. All while targeting intervention and acceleration through an individualized learning program.
ST-Math: provide the opportunity for students to develop the Spatial-Temporal approach by manipulating objects in space and time by teaching concepts visually, then connecting ideas to the symbol, language, and robust discourse. ST-Math provides formative feedback where the action is critical, and mistakes are perfect learning opportunities. It also provides a deep Conceptual Understanding where students must pass each level with a score of 100% before the next level.

Each student has their personalized journey, and it takes as long as they need to achieve mastery, ensuring students build and demonstrate a solid conceptual foundation. Through deep conceptual understanding, students will develop a Growth Mindset, which is critical to developing perseverance and crucial when facing difficult situations that require persistence.
BrainPOP is curriculum-based animated movies, learning games, interactive quizzes, and primary source activities that teachers and students utilize to introduce lessons or reinforce learning. it includes BrainPOP, BrainPOP Jr. and BrainPOP Español.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 LEXIA CORE5
	District Funded ST-Math
4500	Title III 5800: Professional/Consulting Services And Operating Expenditures Brain POP, Brain Pop Jr, BrainPOP Español

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

Use of laminator, Duplo and copy machines to make necessary copies to support instruction, along with a parent, teacher and school communication.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1150	LCFF 5000-5999: Services And Other Operating Expenditures Site Duplo Machine repair contract

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

Literacy teacher and ISP will provide Tier II interventions, enrichment and acceleration for targeted services for students throughout the day in kindergarten to fifth grade.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Certificated Salary: Literacy Teacher
24880	Title III 1000-1999: Certificated Personnel Salaries Certificated Salary: Instructional Support Teacher
28880	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: Instructional Support Teacher

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students,

Strategy/Activity

Students will have opportunities to access enrichment before and afterschool through the Homework, Project Club. Supporting students who lack access to a quiet place, unreliable wi-fi connection, or need additional support with homework or supplemental learning programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF - Intervention 2000-2999: Classified Personnel Salaries

	Certificated extra pay
3000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Classified extra pay

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 site-based, district, county (VCOE), CUE, and other agency professional development in technology to promote student engagement and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 5000-5999: Services And Other Operating Expenditures Professional development, Conference fees and expenses
1000	LCFF 5000-5999: Services And Other Operating Expenditures Professional development, Conference fees and expenses

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Staff will monitor at-risk students through the Multi-Tiered Systems of Supports (MTSS) process; School will hold Student Success Teams (SST) and Coordinated Services Team (CoST) meetings to collaborate on the needs of at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes

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

Use data to target specific educational needs of developing bilinguals and foster youth students and provide appropriate support and interventions before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2079	Title III 1000-1999: Certificated Personnel Salaries Certificated extra pay

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Decrease the number of at-risk LTEL students by analyzing student individualized data, targeting and addressing students needs
Provide opportunities for teachers to build capacity in the areas of instructing Developing bilinguals by attending Professional Development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated extra pay/tutoring
1758	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
1000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

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

Regular meetings are scheduled to support students with IEPs and 504s to continue monitoring progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2425	LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program, ASP, will be offered to students in grades Kindergarten through 5th and provide enrichment for students through collaboration and hands-on academic activity opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES After School Program

Strategy/Activity 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

A Teacher Liason will be designated for the ASP program to coordinate communication with the ASP coordinator and support school needs by organizing the curriculum, providing modeling, and professional development for after-school staff. Teacher Liaison will meet monthly with the ASES administrator and other school staff to coordinate regular school days with the after-school program to evaluate program needs, challenges, highlights, and upcoming events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES Teacher ASP Liaison

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site admin will attend professional development to continue to build capacity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Administrative substitute (Teacher in Charge)
3000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Leadership Team will meet at the beginning, monthly and end of the year to discuss, plan and monitor school development and school improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Certificated extra pay

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 30

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Custodian and Clerical Staff will support school programs and events such as Back to School Night, Talent show, and STREAM Night, promotion and parent literacy and SEL 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)
1500	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay

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.

Throughout the 2022-2023 school year, Ramona School will continue to emphasize the Power of Collective Efficacy by involving all staff members and collaborating across grade levels. In addition, we highlight the OSD student profile to involve students and promote a sense of pride and accomplishment. Teachers will focus on First Instruction to give all students the best opportunity to learn standard-based, grade-level content skills. We will continue to provide time for PLCs (in addition to the minimum day on Wednesdays) and hire Intervention Service providers to support students in small group instruction. After each assessment, Professional Learning Community will collaborate to analyze data from formative assessments such as STAR360 Early Literacy, Reading,

Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded and summative (CAASPP, ELPAC) assessments. Teachers will identify key learning targets within the Common Core State Standards to target and modify instruction based on outcomes. At the same time, students will be encouraged and supported to meet their individualized and personalized goals in Accelerated Reader reading goals, Lexia Core5, and ST Math. Teachers will monitor students and provide support and feedback while promoting the OSD student profile.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in budget expenditures. However, subs were a huge problem and PD and meetings had to be canceled. Also many students had multiple absences due to Covid or symptoms related to Covid.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2021-2022 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration. For the 2022-2023 school year, we have increased the number of star 360 formative assessments from those required by the district. Meetings have been scheduled after each examination to monitor student achievement more closely. We will continue the emphasis on academic writing across all content core subject areas and focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem-solving skills in the area of Mathematics. The year's goal will be to improve data scores through PLCs, Target time, and look-fors.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Chronic absenteeism rate for the year was up to 17% due to Covid.	Continue to decrease or maintain the chronic absenteeism to a rate prior COVID19-Pandemic in the range of 97%
Student Suspension rates	2021-2022 suspension rate 0.16%.	Decrease or maintain suspension rates at the 2021-2022 rate
Panorama Survey	Emotional Regulation 47% Spring 2022	Increase student emotional regulation above 52% as measured by the Student Well-being Panorama Survey
	Self-Management 61% Spring 2022	Increase Self Management regulation above 52% as measured by the Student Well-being Panorama Survey
Panorama Survey	Growth Mind Set 55% Spring 2022	Increase school Growth Mind Set to or above 60% as measured by Student Well-Being Survey Panorama
Panorama Survey	Self Management 61% Spring 2022	Increase school Self Management to or above 66%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		as measured by the Student Well-Being Survey panorama

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The School Comprehensive Safety Plan Committee/ Leadership and PBIS teams will monitor the Comprehensive Safety Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and supplies, Walkies-Talkies/Batteries/Safety Supplies; School Safety
840	LCFF 5000-5999: Services And Other Operating Expenditures Ensure confidentiality and storage of students crucial documents and sensitive student information

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff and students will participate in periodic monthly safety drills alternating between fire, earthquake, lock-down, and school evacuation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	All Staff- No cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Campus Supervisors will monitor students and support Positive Behavior before, during and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2755	Title I 2000-2999: Classified Personnel Salaries Campus Assistants to increase supervision and safety
	District Funded Campus Assistants to increase supervision and safety

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student attendance will be monitored, and incentives for good attendance will be provided to individual students and classes. Will adhere to OSD Covid guidelines to ensure students are not penalized for not attending when they are sick or are symptomatic.

Provide support for parents, staff, and students with the development of self-efficacy to develop resiliency, resulting in increased 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)
1500	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

Staff will fully implement CHAMPS and PBIS programs at all grade levels.
Positive student behavior incentives
Provide opportunities for staff to develop capacity in Trauma-Informed Care and the development of self-efficacy, grit, mindfulness, and resiliency, which will benefit students' well-being. In the areas of Emotional Regulation, growth Mindset, Self-Management, and Social Awareness.
Restorative Justice (RJ) will be implemented to teach students how to get their needs met using positive social-emotional skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development (Certificated and Classified staff)
1500	LCFF 4000-4999: Books And Supplies Materials and Supplies (Posters, Books and other Supplies)
3000	LCFF 4000-4999: Books And Supplies Student incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Build Climate and culture school wide in order to increase relationship building, Promote activities through out the school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 0001-0999: Unrestricted: Locally Defined Materials and supplies.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school counselor will schedule classroom lessons on self-management, emotion regulation, growth mindset, and social awareness to support behavior and SEL. In addition, the counselor will meet with students in a small group or individually, depending on the need of the particular student(s).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Certificated Salary: Counselor
1500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Counselor Extra hours

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Positive Behavior Intervention Support (PBIS) maintains a school climate and culture whereby students are supported toward engaged learning and meaningful participation within a safe and respectful environment.
PBIS Site Committee to review the Panorama Survey given to students, parents, and staff and create an action plan to implement with students and staff.
Student discipline data will be monitored through the PBIS committee at intervals throughout the year to determine students/families who will receive a referral to outside agencies for additional support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional Development (district and county)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Multi-Tier System of Support (MTSS), CoST, Student Study Team(SST), 504, IEP meetings to address student academic and Social-Emotional and academic needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Outreach Consultant
	District Funded Counselor

	District Funded Special Education Teacher
	District Funded Psychologist

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide drug, alcohol and tobacco prevention awareness (Red Ribbon Week)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Student incentives

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School wide classroom lessons on bullying prevention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Counselor, teacher, ORC and Principal

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Regular social skills and discipline assemblies will be held throughout the year in order to ensure students are remined of school wide expectations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselor, teacher, ORC and Principal

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor organizes and leads student groups such as the Student Leadership Team and Girls Leadership development groups that support social-emotional and academic needs. Develop a reading club to support student leadership. Participate in field trips that will enhance their goals of attaining higher education

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5700-5799: Transfers Of Direct Costs Admission fees Transportation
1000	LCFF - Intervention 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide students access to outside services, for dental, vision, health and SEL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded ORC

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunity to students to join extra curricular activities, such as Basketball, Cheer, Flag Football, Track and Soccer.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	PTA/PTO 5700-5799: Transfers Of Direct Costs League registrations and materials
500	PTA/PTO 5700-5799: Transfers Of Direct Costs Uniforms
1000	PTA/PTO 5700-5799: Transfers Of Direct Costs Ribbons, Medals, Trophies and Award Ceremony
1000	LCFF 5700-5799: Transfers Of Direct Costs Uniforms, materials, snacks,

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

Student, staff, and parents will participate in the Panorama School Survey in order to gather data to support the social-emotional health of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Online Surveys through iPads

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.

Ramona Elementary will continue to build on its success in regularly addressing students' and families' challenges attending school. The attendance team will monitor student attendance periodically and develop and implement appropriate systems to increase students' attendance. Students' social, emotional, and behavioral needs will be identified through the CoST and SST process and receive individual or small group counseling services by our school counselor. Our progressive discipline matrix will assist teachers and administrators with clear guidelines for student behavior at both the classroom and school levels.

Our PBIS/School Safety Team meets regularly to analyze student discipline data, identify focus areas, and provide staff recommendations to strengthen our school's positive learning environment. Awards Assemblies honor and recognize students' hard work and positive choices by rewarding students with praise, recognition, and incentives.

School staff will support families and recommend or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs to help families address barriers that negatively impact student attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Ramona Elementary is continuing to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ramona Elementary PBIS committee will frequently analyze student discipline data to identify focus areas and provide recommendations to school staff to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. In addition, the PBIS and Safety Team will monitor and analyze the Covid virus impact on attendance, chronic absenteeism, and suspension rate data over the last two 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 websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Parent Conferences	Ninety percent attended parent conferences	Increase the numbers attending parent by 5%conferences
Parent attendance for ELAC	The average attendance at each meeting was 30 parents.	Increase average attendance to 35 parents per meeting
Parent attendance for Coffee with the Principal	Average attendance for the 2021-2022 school year was 20 parents.	Increase average attendance 15 parents per meeting
Panorama Survey	Family Efficacy 64% as Measured by the Parent Panorama Survey	Increase parent Family Efficacy to 69% as measured by the Parent Well-Being Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue to implement the school Parent Compact and Parent involvement Policy to strengthen home-school partnerships
Title I meetings to inform parents of:

- Back to School Night
- Parent Involvement Policy
- Parent Compact
- Program improvement status to share school goals, programs, and activities.
- Coffee with the Principal
- Parent Workshops (virtual during the pandemic).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monthly parent meetings including, but not limited to Title I, Coffee with the Principal, School Site Council (SSC), English Learners Advisory Committee (ELAC), (Parent Teacher Association (PTA), and parent workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 2000-2999: Classified Personnel Salaries Translation
600	Title III 4000-4999: Books And Supplies Parent refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

English Language Advisory Committee (ELAC) will meet and discuss topics according to district and state guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title III 2000-2999: Classified Personnel Salaries Classified extra pay (ORC)
300	Title III 2000-2999: Classified Personnel Salaries Classified extra pay (babysitting)
	District Funded 2000-2999: Classified Personnel Salaries Translation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Outreach to assess and connect student and family needs with school and community services to support student well-being and academic growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded ORC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselor will provide social-emotional support to students to encourage engagement and enhance academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Multi System of Support (MTSS), CST, Student Study Team(SST) and Individualized Education Plan (IEP) meetings to address student academic and social-emotional concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services SST/IEP Team comprised of School Counselor, ORC, RSP Teacher, OT, SLP, and Admin.
	District Funded Mixteco Translator

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will meet with staff regarding reclassification for English Language Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Parent training workshops on various areas such as, but not limited to:

- Parent Project, Loving Solutions, social skills, and discipline
- Family Literature Nights
- Latino Family Literacy
- iPad Training- Lexia, ST-Math, Canvas, Parent Connect
- Math Nights
- STREAM nights
- Parent Book Club
- School, district and community events; i.e., VCBH, Logrando Bienestar, MICOP, Viviendo con Amor.
- My body belongs to me
- Meetings will follow OSD Safety Covid Guidelines

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1637	LCFF 1000-1999: Certificated Personnel Salaries Certificated extra pay
600	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay: babysitting
200	LCFF 5700-5799: Transfers Of Direct Costs Refreshments

1000	Title III 4000-4999: Books And Supplies Study books for parent book club

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Communication:

- Fall and Spring Conferences will be held to share student opportunities for achievement and improvement.
- Ramona web page, web calendar through iPads, meal calendar, transportation, and other services
- Flyers
- Brochures
- Parent ConnectEd: Phone, text, email, social media
- Newsletter
- Homework Folders

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1536	Title I 4000-4999: Books And Supplies Materials and Supplies
1800	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PTA will promote family engagement, facilitate communication and establish financial safeguards through various 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)
	PTA/PTO Events and activities

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ready Set Go! Parent workshops to support the transition of incoming kindergarten students without Pre-K experience.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2200	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students.
Meet and greet parents of incoming Transitional Kindergarten/Kindergarten students.
Hold Informational meetings for Dual Language Immersion throughout the year
Hold informational meetings for the transition from elementary to middle school and A-G requirement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay
500	Title I 2000-2999: Classified Personnel Salaries Translators
1000	Title I 4000-4999: Books And Supplies Material and supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support Transitional Kindergarten and Kindergarten students in transitioning during the first days of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3750	Title I 1000-1999: Certificated Personnel Salaries Certificated Substitute Teachers

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Collaborate with middle schools to transition student's expectations of social-academic opportunities and assist the transition of special needs students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Promotion Ceremony will be held to celebrate the from fifth and Kindergarten achievements. Promotion for

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay (Custodian)
600	Title I 4000-4999: Books And Supplies Materials and Supplies (decorations)/Refreshments

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a parent-teacher meet and greet during the day prior to the first day of school and Back to School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to awards assemblies for each trimester to celebrate student achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Materials and Supplies (medals, certificates and student incentives)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

After School program parent nights are offered to provide parents with nutrition education, hands-on tips, games, and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Cost ASP

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 Extra support to parents to fill out emergency information, Parent Compact, Income Forms, and other paperwork after regular hours.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 2000-2999: Classified Personnel Salaries Classified extra pay

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 engagement is critical for students to succeed in their education. For this reason, Ramona School provides ample opportunities for parents to be involved and learn how to navigate the education system and support their children's education and well-being. Engagement is provided through our English language Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) in coordination with our Outreach Coordinator, Coffee with the Principal, and other workshops available to parents.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Throughout the 2021-2022 school year, Ramona Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2021-2022 SPSA, the parent needs assessments, and parent requests, Ramona Elementary will continue to provide communication through physical flyers as well as text and email. In addition, messages sent home through our parent connect will be done in English,

Spanish and Mixtec dialects. School staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment to connect academic, social, and emotional learning between the school and the home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$91,018.00
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	$204,079.00

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	$52,264.00
Title III	$35,559.00

Subtotal of additional federal funds included for this school: $87,823.00

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	$60,452.00
LCFF - Intervention	$53,304.00
PTA/PTO	$2,500.00

Subtotal of state or local funds included for this school: $116,256.00

Total of federal, state, and/or local funds for this school: $204,079.00

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	52,264	0.00
Title III	35,559	0.00
LCFF	60,452	0.00
LCFF - Intervention	53,304	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	60,452.00
LCFF - Intervention	53,304.00
PTA/PTO	2,500.00
Title I	52,264.00
Title III	35,559.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	16,062.00
2000-2999: Classified Personnel Salaries	LCFF	2,400.00
4000-4999: Books And Supplies	LCFF	24,800.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,990.00
5700-5799: Transfers Of Direct Costs	LCFF	8,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	17,500.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	28,046.00

4000-4999: Books And Supplies	LCFF - Intervention	7,758.00
5700-5799: Transfers Of Direct Costs	PTA/PTO	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	43,830.00
2000-2999: Classified Personnel Salaries	Title I	3,255.00
4000-4999: Books And Supplies	Title I	4,179.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	26,959.00
2000-2999: Classified Personnel Salaries	Title III	2,300.00
4000-4999: Books And Supplies	Title III	1,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	161,461.00
Goal 2	19,095.00
Goal 3	23,523.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dr. Andres Duran, Principal	Principal
Maria Bassuk	Classroom Teacher
Antonio Sandoval	Classroom Teacher
Martha Amezcua	Classroom Teacher
Jeffrey Carranza	Other School Staff
Mario Solano	Parent or Community Member
Vanessa Velasquez	Parent or Community Member
Paola Morales	Parent or Community Member
Edith Vazquez	Parent or Community Member
Adriana Ornelas	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 6th, 2022.

Attested:

Principal, Dr. Andres Duran on June 6th, 2022

SSC Chairperson, Paola Morales on June 6th, 2022

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
Paola Morales	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 June 6th, 2022.

Attested:

Principal, Dr. Andres Duran on June 6th, 2022

SSC Chairperson, Paola Morales on June 6th, 2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Emilie Ritchen Elementary School	56725386110738	June 7, 2022	August 24, 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.

Vision Statement: Emilie Ritchen is a school community of successful, life long learners that embody the characteristics of the OSD student profile.
Mission Statement: We work together to foster responsibility, respect and appreciation for one another, while maintaining high academic and behavioral expectations for all students and staff.

As described within our Vision and Mission Statements, Emilie Ritchen Elementary School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Ritchen School is a welcoming, stimulating environment where students are actively involved in their education, while building positive character traits focused on always choosing kindness. Through the shared vision of our staff, parents, and community, our students are challenged to reach their

maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2022-23 school year, Emilie Ritchen will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics. We feel that this focus will allow our students to become life long learners that embody the characteristics of the OSD student profile.

Our over-arching academic goal is to raise achievement scores for all significant student subgroups. Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data so as to:
1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills;
4. Integrate classroom technology (e.g., One-to-One devices, Promethean Boards) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

Utilizing the Response to Instruction and Intervention or Multi-Tiered Systems of Support (MTSS) Model, students are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process to receive intervention. Tier I level intervention services are provided by classroom teachers during Universal Access time and English Language Development. Tier II to Tier III-Level Intervention services are provided by classroom teachers during Universal Access and English Language Development, and by our two Intervention Support Providers (ISPs) in small group settings in ELA and Math, and by our Literacy Intervention Teacher in small group settings.

Aligned to our Strand Focus centered on Science and Technology, classroom teachers will provide science lessons and labs to students utilizing Foss Curricular materials aligned to Next Generation Science Standards (NGSS). Students are also given the opportunity, based on need, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support. Our TK program prepares students to enter Kindergarten with the academic and social/emotional skills necessary to ensure school success.

Here at Ritchen, we take pride in fostering a safe, positive, and professional learning environment. In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom.

Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Weekly Eagle assemblies and monthly awards assemblies will be held to honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives. We have also started volleyball, basketball, and dance teams to allow students to showcase their talents in other areas outside of academics. These activities are generating a lot of school spirt and excitement for our students, staff and our parents. One of our dance teams is a ballet folklorico team for whom we have purchased costumes. They will perform at all of our sporting events, awards ceremonies and our ELAC meetings. We also plan on bringing in a petting zoo, ART Trek and Hip Hop Mindset to continue to provide opportunities for our students that make them proud to be soaring Eagles who are excited about coming to school.

In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, and our extracurricular dance and sports programs offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ongoing data from both formal and informal classroom observations conducted weekly in Preschool through 5th grades throughout the school year assisted with the development of the goals, actions, and services highlighted throughout the School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school utilizes data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement outcomes for all significant student subgroups.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or the Intervention Support Providers (ISPs) during Universal Access time or during before or after school tutoring, and small group support by our Literacy Intervention Teacher.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order to: 1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards; 2. Inform effective classroom instruction practices; 3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills; 4. Better integrate classroom technology (e.g., One-to-One devices, Promethean Boards) to enhance student engagement; and, 5. Develop and implement student support and intervention programs and services for underperforming students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Through frequent, ongoing, and evidence-based collaboration, teachers are able to identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tier System of Supports model, specific and aligned intervention strategies are provided to underperforming students at the Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six week long rounds of intensive intervention. Tier I students not meeting the expected outcomes for one round of a six week intervention will then be referred to the Coordination of Services Team (CST) process and will then receive Tier II level intervention for an additional six weeks. Students not meeting the expected outcomes from Tier II level intervention will then be referred to the Success Study Team (SST) process and will then receive Tier III level intervention. Students who still do not demonstrate adequate progress after having receive Tier I, II, and III level intensive intervention may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ritchen Elementary provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Ritchen Elementary PTA will assist in supporting standards-based field trips, providing supplemental instructional resources for classroom teachers, and supporting the Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival to provide academic incentives and reward students for meeting their learning goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ritchen Elementary will continue to prioritize parent involvement during the 2022-23 school year. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2022-23 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment results.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Ritchen Elementary, categorical funding from Title I and TItle III is utilized to support student intervention and enrichment programs aligned with meeting the needs of underperforming students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Funding also supports standards and evidence-based teacher collaboration focused on analyzing and monitoring student achievement data to inform classroom and school-wide instructional programs and practices.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Emilie Ritchen Elementary School governance stakeholder groups were involved in the development of the School Plan for Student Achievement. School Site Council met on June 7th to analyze 2019-20 summative, 2020-21 formative and current 2021-22 formative student achievement data to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School

Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in ELA and Math, providing social emotional support and fostering a positive and safe school climate, and increasing parent and family engagement. Similarly, the English Language Advisory Committee met on June 3rd and provided recommendations to the School Site Council, particularly in the areas of parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to the fact that we were unable to find a qualified employee to fill our Independent Support Provider position, we were unable to run part of our tier two intervention plan.

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%	%	%	0		
African American	1.68%	1.5%	%	10	8	
Asian	1.68%	1.7%	%	10	9	
Filipino	1.51%	2.0%	%	9	11	
Hispanic/Latino	87.08%	88.1%	%	519	479	
Pacific Islander	0%	%	%	0		
White	7.05%	5.2%	%	42	28	
Multiple/No Response	1.01%	1.7%	%	6	9	
			Total Enrollment	596	544	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	77	
Grade 1	92	74	
Grade 2	97	97	
Grade3	116	91	
Grade 4	96	115	
Grade 5	97	90	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	596	544	

Conclusions based on this data:

From 2018 to 2019, there have been only two significant subgroups of students (30 or more students) at Ritchen Elementary: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Last year, our White population dipped down to 28 students.

Based on analysis of student enrollment by grade level between 2018 and 2020, total enrollment has decreased by 68 students. Current Kinder through 5th grade enrollment for the 2021-22 school year is 491 not including Ritchen Elementary's Preschool program. This reflects a further decrease of student enrollment since the 2018-19 school year. As a result, Ritchen Elementary school staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	249	207	169	40.7%	34.7%	31.1%
Fluent English Proficient (FEP)	32	54	52	5.2%	9.1%	9.6%
Reclassified Fluent English Proficient (RFEP)	27	42	29	9.9%	16.9%	14.0%

Conclusions based on this data:

Based on analysis of English Learner enrollment at Ritchen Elementary for the 2020-21 school year, 31.1% of Ritchen Elementary's total student population were English Learners. An additional 14.0% of Ritchen Elementary total student population during the 2020-21 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient students. The sum of these two student group enrollment percentages was close to half of Ritchen Elementary's total student population in the 2020-21 school year. As a result, Ritchen Elementary will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

Star Early Literacy

Emilie Ritchen Elementary School											
		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
Grade K	47	8	17%	6	13%	4	9%	29	62%	4	784
Grade 1	64	15	23%	7	11%	14	22%	28	44%	3	815
Grade 2	17	5	29%	6	35%	5	29%	1	6%	2	857

Conclusions based on this data:

61% of our Kinders in the 21-22 school year were at/above benchmark. This means that are current first graders should be able to take the STAR Reading test during the 2022-23 school year and we can expect to see a lot of growth from this cohort. 50% of the first graders were at or above benchmark during the 21-22 school year. This means that almost half of our second graders this year should be able to take the STAR Reading test and we can expect a lot of growth form this cohort also. As for our second graders, 16 out of 17 were not at or above benchmark. We will monitor this group closely and target them from interventions at the beginning of the school year.

School and Student Performance Data

Star Reading

Emilie Ritchen Elementary School											
		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 2	69	24	35%	17	25%	16	23%	12	17%	2	914
Grade 3	88	37	42%	20	23%	20	23%	11	13%	2	944
Grade 4	77	35	45%	16	21%	16	21%	10	13%	1	978
Grade 5	93	33	35%	26	28%	21	23%	13	14%	2	1018

Conclusions based on this data:

55.1% of second graders, 44.7% of third graders, and 37.1% of fourth graders were on watch or at/above benchmark during the 21-22 school year. This tell us that our current third, fourth and fifth graders should show a lot of growth this school year. This data also helps us identify the students that are in need of urgent intervention that will receive tier 1 intervention during UA time.

School and Student Performance Data

Star Math

Emilie Ritchen Elementary School											
		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 1	62	12	19%	22	35%	24	39%	4	6%	2	851
Grade 2	67	19	28%	25	37%	15	22%	8	12%	2	911
Grade 3	89	38	43%	24	27%	19	21%	8	9%	2	944
Grade 4	75	26	35%	29	39%	15	20%	5	7%	2	987
Grade 5	91	49	54%	23	25%	15	16%	4	4%	1	1021

Conclusions based on this data:

77.1% of our first graders, 55.2% of our second graders, 49.4% of third graders and 46.7% of fourth graders were at/above benchmark during the 21-22 school year. This tell us that our current second through fifth grade students should show a lot of growth this school year. This data also helps us identify the students that are in need of urgent intervention that will receive tier 1 intervention during UA 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 3	90	101	91	89	99	91	88	99	91	98.9	98	100
Grade 4	82	89	84	81	89	84	81	89	84	98.8	100	100
Grade 5	112	91	100	112	89	100	112	89	100	100	97.8	100
All Grades	284	281	275	282	277	275	281	277	275	99.3	98.6	275

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	2377.	2390.	2376	9.09	10.10	10.0	17.05	17.17	16.0	25.00	31.31	21.0	48.86	41.41	53.0
Grade 4	2425.	2425.	2437	18.52	14.61	19.0	9.88	16.85	19.0	16.05	20.22	19.0	55.56	48.31	43.0
Grade 5	2439.	2463.	2485	7.14	6.74	16.0	17.86	24.72	30.0	24.11	25.84	17.0	50.89	42.70	37.0
All Grades	N/A	N/A	N/A	11.03	10.47	15.0	15.30	19.49	21.6	22.06	25.99	19.0	51.60	44.04	44.3

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 3	9.09	13.13		44.32	44.44		46.59	42.42	
Grade 4	17.28	13.48		39.51	47.19		43.21	39.33	
Grade 5	8.04	14.61		41.07	40.45		50.89	44.94	
All Grades	11.03	13.72		41.64	44.04		47.33	42.24	

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	9.09	10.10		30.68	44.44		60.23	45.45	
Grade 4	16.05	8.99		38.27	56.18		45.68	34.83	
Grade 5	11.61	8.99		38.39	51.69		50.00	39.33	
All Grades	12.10	9.39		35.94	50.54		51.96	40.07	

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	10.23	13.13		63.64	62.63		26.14	24.24	
Grade 4	7.41	8.99		62.96	66.29		29.63	24.72	
Grade 5	4.46	7.87		53.57	62.92		41.96	29.21	
All Grades	7.12	10.11		59.43	63.90		33.45	25.99	

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	12.50	7.07		45.45	56.57		42.05	36.36	
Grade 4	12.35	10.11		49.38	48.31		38.27	41.57	
Grade 5	14.29	11.24		35.71	50.56		50.00	38.20	
All Grades	13.17	9.39		42.70	51.99		44.13	38.63	

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:

Analysis of CAASPP summative data for English Language Arts shows that students in grades 3-5 at Ritchen Elementary demonstrated improved student achievement outcomes between 2019 and 2021, with the total number of students who met or exceeded standards increasing from 29% in the 2018-19 school year to 35% in the 2021-22 school year. Although we did see an increase, based on these small percentages of grades 3-5 students meeting or exceeding standards, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within and across grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards. Teachers will also provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school in order to increase students' skills in English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	90	101		90	99		90	99		100	98	
Grade 4	82	90		81	89		81	89		98.8	98.9	
Grade 5	112	91		112	89		112	89		100	97.8	
All Grades	284	282		283	277		283	277		99.6	98.2	

* 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	2392.	2405.		3.33	10.10		18.89	25.25		34.44	25.25		43.33	39.39	
Grade 4	2425.	2433.		3.70	4.49		14.81	15.73		37.04	49.44		44.44	30.34	
Grade 5	2417.	2450.		4.46	4.49		2.68	13.48		25.00	24.72		67.86	57.30	
All Grades	N/A	N/A	N/A	3.89	6.50		11.31	18.41		31.45	32.85		53.36	42.24	

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	13.33	14.14		34.44	41.41		52.22	44.44	
Grade 4	12.35	7.87		27.16	35.96		60.49	56.18	
Grade 5	5.36	6.74		15.18	26.97		79.46	66.29	
All Grades	9.89	9.75		24.73	35.02		65.37	55.23	

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	10.00	15.15		45.56	47.47		44.44	37.37	
Grade 4	9.88	8.99		43.21	42.70		46.91	48.31	
Grade 5	3.57	4.49		29.46	35.96		66.96	59.55	
All Grades	7.42	9.75		38.52	42.24		54.06	48.01	

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	6.67	14.14		52.22	52.53		41.11	33.33	
Grade 4	8.64	8.99		38.27	40.45		53.09	50.56	
Grade 5	1.79	4.49		40.18	46.07		58.04	49.44	
All Grades	5.30	9.39		43.46	46.57		51.24	44.04	

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:

Analysis of CAASPP summative data for Mathematics shows that students in grades 3-5 at Ritchen Elementary demonstrated decreased student achievement outcomes between 2018 and 2021, with the total number of students who met or exceeded standard decreasing from 24% in the 2018-19 school year to 20% in the 2021-22 school year. Based on this decrease and the small percentages of grades 3-5 students meeting or exceeding standards, Ritchen Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. Classroom teachers will also implement effective, evidence-based instructional strategies in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative

assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1402.3	1411.6	1348.7	1409.5	1419.5	1368.0	1385.2	1393.0	1303.7	59	42	27
1	1429.1	1459.0	1448.7	1435.4	1457.3	1464.7	1422.4	1460.2	1432.2	58	51	19
2	1476.7	1462.2	1468.7	1460.6	1460.7	1467.8	1492.3	1463.2	1469.1	35	56	31
3	1462.5	1460.5	1453.3	1448.0	1446.5	1456.2	1476.6	1474.1	1450.1	35	20	32
4	1446.1	1502.5	1451.3	1439.1	1487.4	1453.2	1452.5	1517.4	1449.0	31	24	40
5	1508.7	1494.7	*	1499.1	1481.7	*	1517.7	1507.1	*	26	20	10
All Grades										244	213	159

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	*	7.14	3.85	25.42	26.19	34.62	38.98	59.52	26.92	22.03	7.14	34.62	59	42	26
1	27.59	17.65	0.00	31.03	33.33	42.11	20.69	33.33	47.37	20.69	15.69	10.53	58	51	19
2	51.43	19.64	9.68	34.29	39.29	41.94	*	26.79	41.94	*	14.29	6.45	35	56	31
3	*	0.00	9.38	40.00	70.00	34.38	34.29	10.00	34.38	*	20.00	21.88	35	20	32
4		29.17	17.50	70.97	54.17	25.00	*	8.33	30.00	*	8.33	27.50	31	24	40
5	*	15.00	*	46.15	50.00	*	*	25.00	*	*	10.00	*	26	20	*
All Grades	20.08	15.49	10.76	38.11	40.85	34.18	23.77	30.99	34.81	18.03	12.68	20.25	244	213	158

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	18.64	9.52	7.69	27.12	30.95	34.62	32.20	50.00	30.77	22.03	9.52	26.92	59	42	26
1	43.10	21.57	21.05	29.31	31.37	47.37	*	39.22	31.58	*	7.84	0.00	58	51	19
2	57.14	28.57	25.81	*	35.71	41.94		23.21	19.35	*	12.50	12.90	35	56	31
3	*	15.00	25.00	40.00	45.00	31.25	*	25.00	31.25	*	15.00	12.50	35	20	32
4	*	50.00	25.00	45.16	33.33	35.00	*	8.33	15.00	*	8.33	25.00	31	24	40
5	42.31	35.00	*	*	30.00	*	*	25.00	*		10.00	*	26	20	*
All Grades	32.79	24.88	22.15	31.15	33.80	37.97	18.44	30.99	22.78	17.62	10.33	17.09	244	213	158

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	*	7.14	0.00	*	14.29	7.69	52.54	64.29	46.15	25.42	14.29	46.15	59	42	26
1	25.86	17.65	0.00	*	35.29	21.05	22.41	25.49	57.89	37.93	21.57	21.05	58	51	19
2	48.57	12.50	6.45	40.00	32.14	35.48		30.36	38.71	*	25.00	19.35	35	56	31
3	*	0.00	0.00	31.43	55.00	25.00	*	20.00	31.25	34.29	25.00	43.75	35	20	32
4	*	29.17	10.00	41.94	33.33	10.00	*	29.17	37.50	*	8.33	42.50	31	24	40
5	*	5.00	*	53.85	40.00	*	*	45.00	*	*	10.00	*	26	20	*
All Grades	19.26	12.68	5.70	26.23	32.39	18.99	27.05	36.15	41.14	27.46	18.78	34.18	244	213	158

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	35.59	4.76	7.69	49.15	76.19	65.38	*	19.05	26.92	59	42	26
1	60.34	37.25	42.11	24.14	56.86	57.89	*	5.88	0.00	58	51	19
2	68.57	35.71	29.03	*	50.00	64.52	*	14.29	6.45	35	56	31
3	*	0.00	21.88	51.43	70.00	68.75	*	30.00	9.38	35	20	32
4	*	20.83	27.50	51.61	70.83	42.50	*	8.33	30.00	31	24	40
5	50.00	15.00	*	*	75.00	*	*	10.00	*	26	20	*
All Grades	45.90	23.00	24.68	39.34	63.38	59.49	14.75	13.62	15.82	244	213	158

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	18.64	14.29	7.69	52.54	61.90	57.69	28.81	23.81	34.62	59	42	26
1	34.48	13.73	15.79	50.00	72.55	78.95	*	13.73	5.26	58	51	19
2	48.57	28.57	25.81	31.43	55.36	58.06	*	16.07	16.13	35	56	31
3	*	25.00	32.26	54.29	60.00	51.61	*	15.00	16.13	35	20	31
4	35.48	54.17	33.33	41.94	37.50	46.15	*	8.33	20.51	31	24	39
5	46.15	40.00	*	50.00	40.00	*	*	20.00	*	26	20	*
All Grades	32.38	25.82	26.45	47.54	57.75	54.84	20.08	16.43	18.71	244	213	155

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	*	4.76	0.00	76.27	83.33	57.69	*	11.90	42.31	59	42	26
1	31.03	47.06	0.00	41.38	27.45	78.95	27.59	25.49	21.05	58	51	19
2	60.00	8.93	12.90	*	67.86	58.06	*	23.21	29.03	35	56	31
3	*	0.00	9.38	57.14	65.00	31.25	40.00	35.00	59.38	35	20	32
4		20.83	10.26	58.06	66.67	46.15	41.94	12.50	43.59	31	24	39
5	*	10.00	*	73.08	80.00	*	*	10.00	*	26	20	*
All Grades	19.26	17.84	8.92	55.74	61.97	51.59	25.00	20.19	39.49	244	213	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.

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	23.73	38.10	8.00	45.76	40.48	44.00	30.51	21.43	48.00	59	42	25
1	*	9.80	5.26	43.10	74.51	73.68	39.66	15.69	21.05	58	51	19
2	60.00	16.07	3.33	34.29	64.29	83.33	*	19.64	13.33	35	56	30
3	31.43	40.00	12.50	54.29	45.00	56.25	*	15.00	31.25	35	20	32
4	*	37.50	10.00	58.06	54.17	47.50	*	8.33	42.50	31	24	40
5	*	10.00	*	57.69	80.00	*	*	10.00	*	26	20	*
All Grades	29.92	23.00	8.33	47.54	60.56	60.90	22.54	16.43	30.77	244	213	156

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:

The 21-22 ELPAC preliminary data for students that are English Language Learners on the ELPAC shows an increase in the overall average scale score by 190 points when compared to the data from 2020-21 school year. Based on these results we will continue focusing on designated and integrated ELD.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
544	87.5	31.1	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	31.1
Foster Youth	1	0.2
Homeless	23	4.2
Socioeconomically Disadvantaged	476	87.5
Students with Disabilities	94	17.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.5
American Indian or Alaska Native		
Asian	9	1.7
Filipino	11	2.0
Hispanic	479	88.1
Two or More Races	9	1.7
Native Hawaiian or Pacific Islander		
White	28	5.1

Conclusions based on this data:

Based on Dashboard Student Population data, there were a total of three significant subgroups at Ritchen Elementary during the 2020-2021 school year: English Learners (31.1%), Socioeconomically Disadvantaged (87.5%), and Students with Disabilities (17.3%). In addition, there were two significant subgroups based on race / ethnicity during the 2019-20

school year: Hispanic (87.1%) and White (7%). Based on this data, Ritchen Elementary will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, White, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

Based on 2019 Dashboard Overall Performance data for all students, Ritchen Elementary will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics. Since Overall Performance for all students within the Dashboard indicator of Chronic Absenteeism fell within the red range, Ritchen Elementary will monitor and address daily student tardies and absences and implement effective preventative programs and incentives to increase students' positive attendance.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
42.3 points below standard	50.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.1 points	Increased Significantly ++20.3 points	2
272	121	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	54.5 points below standard	110.9 points below standard
7	Increased ++13 points	Increased ++4.1 points
	186	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	1	3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
45.2 points below standard	0 Students	0 Students	21.6 points below standard
Increased ++13.7 points			Maintained ++1.1 points
241			21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.4 points below standard	20.5 points below standard	36.1 points below standard
Increased Significantly ++22.1 points	Declined -7.6 points	Increased ++4.6 points
58	63	149

Conclusions based on this data:

Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
52.1 points below standard	62.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++21.1 points	Increased Significantly ++22 points	2
272	121	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	61.1 points below standard	115 points below standard
7	Increased Significantly ++23.3 points	Increased ++3.7 points
	186	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 55.5 points below standard Increased Significantly ++22 points 241			No Performance Color 33.4 points below standard Increased ++3.7 points 21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.1 points below standard Increased Significantly ++15.1 points 58	39 points below standard Increased ++14.1 points 63	44.6 points below standard Increased Significantly ++17.6 points 149

Conclusions based on this data:

Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. To increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners' oral and written language skills and academic vocabulary in the area of Mathematics. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.8 making progress towards English language proficiency
Number of EL Students: 166
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8	28.3	3.6	54.2

Conclusions based on this data:

Based on 2019 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Ritchen Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instructrion. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
10.2	9.3	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4.6	Increased Significantly +5.5	6
636	257	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
42.9	11.5	12.7
Increased +33.3	Increased Significantly +5	Increased +1.4
21	435	102

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
9.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	2	9	8
11			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
10.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.4
Increased Significantly +4.4	4	0	Increased +11.4
558			44

Conclusions based on this data:

Based on 2019 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.9	0.4	Less than 11 Students - Data Not
Maintained -0.1	Declined -0.7	6
656	266	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
4.2	1.3	1
Increased +4.2	Maintained 0	Increased +1
24	449	103

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
Maintained 0	2	9	8
12			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Orange
0.9	Less than 11 Students - Data		2.3
Declined -0.3	4		Increased +2.3
577			44

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.1	0.9

Conclusions based on this data:

Based on 2019 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary will continue its success in addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school with communicate to Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social/emotional/academic/intellectual needs. For most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem solving in order to redirect student behavior and build positive outcomes with peers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high 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	2021-22 CAASPP Data (All Students): 35% Met/Exceeded 23% Nearly Met 42% Not Met	All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in ELA.
CAASPP Math	2021-22 CAASPP Data (All Students): 20% Met/Exceeded 29% Nearly Met 49% Not Met	All students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in Math.
ELPAC	Based on preliminary 2021-22 ELPAC data: 14% of all students scored at Level 1 (Beginning Stage) 34% of students scored at Level 2 (Somewhat Developed) 41% of students scored at Level 3 (Moderately Developed)	Decrease percentages of students scoring at Level 1 and Level 2 to 9% and 29% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10% of students scored at Level 4 (Well Developed).	
STAR Early Literacy	EOY 2022 Baseline Data: 43% At/Above Benchmark 17% On Watch 14% Intervention 25% Urgent Intervention	All students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Early Literacy by and 3-5%.
STAR Reading	EOY 2022 Baseline Data: 44% At/Above Benchmark 15% On watch 17% Intervention 23% Urgent intervention	All students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Reading by and 3-5%.
STAR Math	EOY 2022 Baseline Data: 52% At/Above Benchmark 16% On watch 11% Intervention 20% Urgent intervention	All students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Math by and 3-5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Staff will be provided with materials, supplies, and professional development to support full implementation of district-wide curriculum, enhance classroom instruction and technology, Canvas support, and reward students with academic incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

17,835	LCFF 4000-4999: Books And Supplies Warehouse charges, Publication Charges, Materials and Supplies, Computer Supplies and Software, and Equipment
5,167	LCFF 4000-4999: Books And Supplies Computer Equipment, Books, Materials, and Supplies
9913	Title III 4000-4999: Books And Supplies Books, Materials and Supplies
8,951	Title I 4000-4999: Books And Supplies Books, Materials, Supplies and Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,000	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Subs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated 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)	Source(s)
	No addiitonal 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

The After School Program will be offered to students in grades K-5 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide additional targeted assistance to Kindergarten to support small group classroom instruction during English Language Arts and Mathematics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

13,778	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants
653	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants Substitutes and Extra Help

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Field Trips for All Students

Strategy/Activity

All students will get an opportunity to participate in a grade level field trip.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6088	LCFF 5000-5999: Services And Other Operating Expenditures

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 maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum for all core subjects and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,700	LCFF

	5000-5999: Services And Other Operating Expenditures Duplo Machine supplies and Copy Machines maintenance agreements

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative SBAC and ELPAC assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance contract

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

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance contract
	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Salary
3,800	LCFF 4000-4999: Books And Supplies AR Rewards and Incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Monitor progress of students with special needs on annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional; determine free and appropriate public education; and make evidence-based decisions on students' least restrictive environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,761	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Subs

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners. BrainPop ELL will be utilized as a virtual tool for ELD and for asynchronous instruction / intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
795	Title III 5000-5999: Services And Other Operating Expenditures Brain Pop ELL

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

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, and ELD; reinforce students' literacy skills; and enhance students' involvement in the Science and Technology Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Site licenses

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.

GATE

Strategy/Activity

Implement a robotics program for GATE and Academic Enrichment to support school-wide Strand Focus on Science and Technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
650	LCFF 5800: Professional/Consulting Services And Operating Expenditures Robotics Competition Registration Fees

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

Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III- evel interventions to underperforming students in ELA and Math during Core Instruction, Universal Access, ELD, before/after school tutoring, and small group intervention from our Literacy Intervention Teacher (LIT).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher
16,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring
8,655	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Professional Development
2,500	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help / Tutoring
26,816	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP for added ELA intervention
489	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Floating Certificated Subs

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

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

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)	Source(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)	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.

Throughout the 2021-22 school year, Emilie Ritchen emphasized building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students were encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers concentrated on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Teachers also focused on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Within a Professional Learning Community context, grade-level teams collaborated frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data also enabled grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher, Literacy Intervention Teacher and/or the Intervention Support Providers (ISPs).

These key focus areas and strategies resulted in a 10% increase in the amount of students that scored at or above the minimum district benchmark proficiency level in our STAR Math scores. We also saw a 9% increase in our STAR ELA scores from the fall to the EOY STAR results.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Ritchen Elementary will continue to focus on building strong academic foundations for all students while being more purposeful and systemic with evidence-based teacher collaboration and instructional strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2021-22 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. Further analysis resulted in highlighting the importance of small group instruction through out the school day along with before and after school tutoring.

These key findings resulted in the current changes in our SPSA as can be seen in the strategy/activity 23 section under this current goal #1.

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
To provide extra-curricular activities to get students excited about school and the build school spirit

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Ritchen Elementary's Average Daily Attendance Rate for the 2021-22 school year was 91%.	Maintain or exceed the targeted 95.0% attendance rate throughout the 2022-23 school year
Student Suspension Data	A total of 3 students were suspended during the 2021-22 school year (suspension rate = 0.5%).	Decrease total number of students suspended during the 2022-23 school year to 0 (suspension rate = 0%)
Attendance - Chronic Absenteeism Rate	7% of all students (N=528) during the 2021-22 school year were chronically absent. 9% of EL (N=160) during the 2021-22 school year were chronically absent. 19% of SPED students (N=89) during the 2021-22 school year were chronically absent.	Reduce Chronic Absenteeism rate for all students for the 2022-23 school year to 2%. Reduce the Chronic Absenteeism rate for EL students for the 2022-23 school year to 4%. Reduce the Chronic Absenteeism rate for SPED students for the 2022-23 school year to 14%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary

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.

Pre-K to Kinder / 5th grade to 6th grade Transitions

Strategy/Activity

Ritchen staff will coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition. Parents will be invited to attend an orientation with an open Q/A and will be provided with information about the expected outcomes / goals for kindergarten students.

Middle school staff will be invited to hold presentations for our fifth grade students to introduce them to middle school and make them aware of their programs and expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment throughout the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal 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

Continue Campus Supervision to ensure safety of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries 5 Campus Supervisors
196	LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help

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

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)
1,176	LCFF 2000-2999: Classified Personnel Salaries Clerical and Custodial Extra Help and Overtime
2,613	LCFF 2000-2999: Classified Personnel Salaries Clerical Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance, weekly, along with academic and kindness 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)
2,000	LCFF 4000-4999: Books And Supplies Incentives and Rewards for Positive Behavior and Attendance

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.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,227	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Floating Substitute Teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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 including Special Education

Strategy/Activity

Ensure confidentiality of documents and information.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
350	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract for shredding services- Shred-It (Cintas).

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

Purchase and monitor inventory of recess and PE equipment to provide playground activities for students. Provide extracurricular activities such as sports programs, dance programs, petting zoo and Art Trek.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Playground/PE equipment expenses
5000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract with Art Trek, Hip Hop Mindset, Petting Zoo.

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

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	LCFF 4000-4999: Books And Supplies Safety equipment

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 with a specific focus and more frequent monitoring of our McKinney Vento, Foster and SED population.

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support. Provide Social - Emotional learning lessons in the classrooms to address areas of need as identified by our data from the Panorama surveys. Both our counselor and our

ORC will focus on monitoring the social and emotional needs of our Mckinney Vento and SED students along with monitoring the resources that these students and their respective families may need.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist

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)

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) Source(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) Source(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) 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.

Ritchen Elementary staff including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, met regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and developed and implemented appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff provided support to families and recommended and/or referred students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impacted student attendance.

In order to address our students' social, emotional, and behavioral needs, students were identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assisted teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guided all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team met on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment.

Weekly Eagle Assemblies and monthly Awards Assemblies honoring and recognizing the hard work and positive choices students were making by rewarding them with praise, recognition, and incentives were put into place this past year. We have also started volleyball, basketball, and dance teams to allow students to showcase their talents in other areas outside of academics. These activities generated a lot of school spirt and excitement for our students, staff and our parents. One of our dance teams was a ballet folklorico team that we purchased costumes for that performed at all of our sporting events, awards ceremonies and our ELAC meetings. We had a petting zoo, ART Trek and Hip Hop Mindset here at our school this year that provided opportunities for our students that made them proud to be soaring Eagles that were excited about coming to school.

All these programs combined with all of our monitoring of student behavior throughout the year resulted in a 0.5 % suspension rate and resulted in 85% of our students reporting many strengths in social emotional learning as reported by our panorama survey results.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Ritchen Elementary will continue to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2021-22 SPSA, chronic absenteeism and suspension rate data, the Ritchen Elementary PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. We will increase the frequency of recognizing and celebrating positive student attendance and behavior with kindness wards. This can be seen in strategy/activity

6 section of this current goals. The PBIS committee will also continue to collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office as we stated above in strategy / activity 3.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children.
To hold parent informational meetings to address any areas of need that parents and students may be experiencing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back to School Night	85% of parents attended Back to School Night in the 2021-22 school year.	Increase the percentage of parents attending Back to School Night in the 2022-23 school year to 87%.
PTA Membership	The total number of PTA Memberships during the 2021-22 school year was 30.	Increase the total number of PTA Memberships during the 2022-23 school year to 50.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings during the 2021-22 school year was 5.	Increase the average number of parents attending ELAC meetings during the 2022-23 school year to 8.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
192	LCFF 2000-2999: Classified Personnel Salaries Babysitting costs
262	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
400	Title III 2000-2999: Classified Personnel Salaries Verbal Translation Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule Parent-Teacher Conferences to improve home-school partnerships aimed at improving students' educational success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
262	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation - Extra Help

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	LCFF 5000-5999: Services And Other Operating Expenditures Transportation: ELAC Parent College Field Trip
200	LCFF 2000-2999: Classified Personnel Salaries Babysitting costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage and provide direct support to parents to complete school volunteer clearance process so that parents can engage in meaningful and productive opportunities to participate in their children's classrooms to support their academic and social-emotional growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

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) 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.

Analysis of the 2021-22 SPSA pointed out that parent and family engagement were critical factors to ensuring students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offered and encouraged parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provided clear guidelines for parents to serve as volunteers in classroom and school activities.

Throughout the year, parents were invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents were encouraged to attend Student Success Team meetings if their child had been identified as significantly below grade-level standards or was exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education were coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Ritchen Elementary PTA assisted in providing supplemental instructional resources for classroom teachers, and supported monthly Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival which provided academic incentives and rewarded students for meeting their learning goals. Teachers recognized students that were demonstrating academic excellence and or choosing acts of kindness. These students were honored with awards and incentives by the Principal and the Counselor.

With the combined efforts of all staff, we saw a steady increase in the amount of parents wanting to volunteer and participate in our school events such as in our ELAC meetings where we averaged 8 parents in our last three ELAC meetings and in our AR Carnival where we had 12 parents volunteer their time to help supervise the events.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Throughout the 2022-23 school year, Ritchen Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2021-2022 SPSA and school outcomes, one area in which Ritchen Elementary staff will focus is providing parents more opportunities to engage in parenting support programs to promote positive student well-being outside of school. This focus area is being addressed in our strategy/activity 8 section above. Additionally school staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment in order to connect academic, social and emotional learning between the school and the home. This focus area is being addressed in our strategy/activity 10 area above.

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	$57,337.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$166,429.00

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	$43,729.00
Title III	$13,608.00

Subtotal of additional federal funds included for this school: $57,337.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount ($)
LCFF	$79,560.00
LCFF - Intervention	$29,532.00

Subtotal of state or local funds included for this school: $109,092.00

Total of federal, state, and/or local funds for this school: $166,429.00

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	43,729	0.00
Title III	13,608	0.00
LCFF	79,560	0.00
LCFF - Intervention	29,532	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	79,560.00
LCFF - Intervention	29,532.00
Title I	43,729.00
Title III	13,608.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	29,416.00
2000-2999: Classified Personnel Salaries	LCFF	5,554.00
4000-4999: Books And Supplies	LCFF	29,552.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,038.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	29,532.00
1000-1999: Certificated Personnel Salaries	Title I	16,000.00
2000-2999: Classified Personnel Salaries	Title I	13,778.00
4000-4999: Books And Supplies	Title I	8,951.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	2,500.00
2000-2999: Classified Personnel Salaries	Title III	400.00
4000-4999: Books And Supplies	Title III	9,913.00
5000-5999: Services And Other Operating Expenditures	Title III	795.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	150,551.00
Goal 2	14,312.00
Goal 3	1,566.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nauman Zaidi	Principal
Alejo Perez	Classroom Teacher
Manuel Hernandez	Classroom Teacher
Traci McMurray	Classroom Teacher
Perla Macias	Other School Staff
Silvia Torres	Parent or Community Member
Marina Wyatt	Parent or Community Member
Ashley Juarez	Parent or Community Member
Sylvia Nunez	Parent or Community Member
Cynthia Estrada	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 7th, 2022.

Attested:

Principal, Nauman Zaidi on 6/7/22

SSC Chairperson, Marina Wyatt on 6/7/22

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☑ School Site Council
Clear	☑ English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 7th, 2022.

Attested:

Clear	Principal, Nauman Zaidi on 6/7/22
Clear	SSC Chairperson, Marina Wyatt on 6/7/22

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

Rose Avenue School
The School Of Science and Wellness

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rose Avenue Elementary School	56725386055370	June 8, 2022	August 24, 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.

Rose Avenue Elementary School, The School of Science and Wellness, will strive to meet the Every Student Succeeds Act (ESSA) by implementing the three goals of the Oxnard School District's Local Control and Accountability Plan (LCAP).
Goal 1- All students will reach high academic standards in reading and mathematics.
Goal 2- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning.
Goal 3 -Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

The Mission of Rose Avenue Elementary School is to prepare students to become outstanding and productive citizens of society. Our Vision is that Rose Avenue Elementary School is dedicated to promote social, emotional, and academic growth for all students. Our Values Statement is for the

school community to internalize that we all contribute to the success of our students as we believe in a "our students, not my students" mentality, engage in effective "collaboration not isolation" methods, and prioritize the time to "recognize and celebrate the good". Through the participation of students, staff, parents, and school families towards our shared Vision, Mission, and Values statements, our students will be challenged to reach their maximum potential.

As described in our Vision and Mission Statements, Rose Avenue Elementary School is committed to providing a Common Core standards-based educational program that meets both the academic and social-emotional needs for all students, including all significant student subgroups (English Learners, Hispanic/Latino, Students with Disabilities, Migrant, and Socioeconomically Disadvantaged). Throughout the 2022-2023 school year, Rose Avenue Elementary School will emphasize building rigor across the grade levels in all content areas, expanding the depths of knowledge across all disciplines, and increasing student engagement with access to academic language across the disciplines. As we continue with one of our foci as a "school of science", teachers will continue to integrate scientific practices, activities and experiments as we begin the implementation of our new Science curriculum, "Twig Science", and continue with the implementation of the Next Generation Science Standards (NGSS).

Our dedicated teachers will focus on data driven instruction, will scaffold instruction to strengthen students skills' on grade-level standards, will provide small group instruction, and will assess students on a regular basis using Star 360 to monitor student growth in the core areas of Reading and Math. Our work at Rose Avenue will also be driven and modified as needed as we strive to meet the seven components of the OSD Student Profile.
1. Students will be able to learn through and with others as they become creative writers, successful readers and mathematical thinkers.
2. Students will be technologically, artistically, academically, and linguistically prepared to succeed and to lead.
3. Students will be prepared for the future and challenged to select rigorous courses. Students will also be equipped with the tools, knowledge, and skills to be high school, college, and career ready.
4. Students will be compassionate, multilingual, multicultural, and global thinkers as they are able to understand and to convey pride in their identity, heritage, and history.
5. Students will be prepared to succeed in local and state measures in all academic areas.
6. Students will be confident, solution oriented, and demonstrate a growth mindset as they advocate for themselves and for others.
7. Students will create, communicate, collaborate, design, and apply new knowledge in a variety of contexts.

The Teachers and Support Staff will work in Professional Learning Communities (PLCs) to analyze data, share best practices, reflect on classroom and school practices in meeting the expectations of the OSD Student Profile, and to plan first instruction with necessary interventions. Teachers will continue to capitalize on technology via the use of students' 1:1 devices and will continue to utilize the district's adopted Learning Management System, Canvas, in order to enhance instruction, provide resources to students and to communicate with school families. Students will continue to use district provided applications via their iPads which include Lexia Core 5, ST Math, MyOn and Accelerated Reader (AR) to support their academics.

Our school will also continue to utilize the Multi-Tiered Systems of Support (MTSS) by monitoring student performance with the implementation of Tier 1 Level of instruction with needed interventions for all students. Students who are not meeting grade level expectations will be identified through the Student Success Team (SST) process in order to establish Tier 2 and/or Tier 3 Levels of intervention and extra supports. These Tier 2 and Tier 3 Levels of Intervention will be provided by

classroom teachers during small group instruction, English Language Development, after school tutoring, instruction by our site's Literacy Intervention Teacher, and by our school's Intervention Services Providers (ISP), who will also support students' academic skills in small group settings.

Rose Avenue Elementary School takes pride in our Positive Behavior Intervention Supports (PBIS) achievements which include the 2017 PBIS Bronze Award, 2018 PBIS Silver Award, and 2019 PBIS Platinum Award. The Pumas take pride in building a school culture that is nurturing, inclusive and welcoming to all students, staff, families, and community members. We plan to continue our implementation of schoolwide CHAMPS and STOIC protocols in order to provide the school community with a positive, safe and productive learning environment. Rose Avenue's PBIS Team will meet on a monthly basis to analyze student discipline data, identify areas of focus, and provide recommendations to staff in order to strengthen our school's positive learning environment. Our students' social, emotional and behavioral needs will also be met through the MTSS/SST processes as we identify students in need of individual and/or small group counseling services, which will be provided by our School Counselor. As we continue with our school focus as a "school of wellness", Rose Avenue School will provide many opportunities for social-emotional wellness with positive schoolwide activities that will enhance students' and staff connections to our learning environment such as clubs, school spirit weeks, Restorative Justice practices, Friday messages by our Student Council Leaders, school assemblies, Growth Mindset practices, Kindness Week, Mental Health Awareness, Wellness Wednesdays, and Anti-Bullying Awareness.

Rose Avenue parents and community members are integral in supporting their child to reach their fullest potential. Our English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) will continue to meet on a regular basis (in a virtual setting until guidance changes from the Ventura County Health Department). We will continue to maintain constant communication with all school stakeholders through Canvas, our School Website, Zoom, our School's Marquee, Peachjar flyers, Mass Communication/Messages via Blackboard, and Social Media Platforms (Facebook, Twitter, and Instagram). Our School Principal, Outreach Coordinator and School Counselor will encourage parents to become active participants in their children's schooling through facilitating a variety of engaging and meaningful workshops based on parent and family needs. Once our parents/guardians have completed Human Resource's requirements for school volunteers, all parents/guardians will be invited to volunteer in classrooms and will be provided with multiple opportunities to participate in the school's educational program.

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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 School Principal conducted both formal and informal classroom observations in Transitional Kindergarten through Fifth Grade throughout the school year. These visits were followed by immediate feedback via a follow-up email by the administrator which included evidence of our schoolwide focus of increasing the levels of Depth of Knowledge, targeted Common Core State Standards (CCSS) instruction, utilizing Mathematical Mindset Strategies, and inclusion of both CHAMPS and social-emotional strategies. These observations helped determine that teachers are continuing to work on providing rigorous lessons with appropriate scaffolds and that there is an inconsistent use of targeted small group instruction throughout all classrooms. Our site will continue to work on providing more opportunities for small group instruction across the core content areas and utilizing data to inform what targeted interventions are provided during this time. Teachers are also continuing to teach CHAMPS expectations but there has not been a consistent use of social-emotional strategies such as as Community Circles in all classrooms. Our site will continue to work on providing these social emotional strategies during the instructional day. These regular classroom observations will continue to support Rose Avenue Elementary School in identifying the needs of particular Professional Development opportunities and as discussion points for the planning of instructional practices during Professional Learning Communities (PLCs).

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)

As we begin the 2022-2023 school year, our school will utilize data from formative assessments including STAR 360 Early Literacy/Reading/Math, CAASSP Summative, CAASPP Interim Assessment Blocks (IABs), Writing Assessments, ELD assessments, and curriculum embedded assessments (My Math, Wonders/SEI and Reading Horizons/SPED). Our students will participate in statewide summative assessments this academic year, which will include the CAASPP and English Language Proficiency Assessments (ELPAC).

The School Principal and Teachers will meet through Student Monitoring Conferences to review academic and social-emotional data, discuss student performance, identify students who are not demonstrating expected academic growth, and to identify key standards that need to be addressed during direct instruction and small group intervention.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Within a Professional Learning Community (PLC) and Teaming (Grade-Level/SPED Department), staff will collaborate frequently (once a week) to analyze data from formative assessments, to identify learning targets via the Common Core State Standards, modify instructional practices to impact student learning, plan for differentiation and construct a school-wide plan that aligns our resources to provide interventions and enrichment opportunities for our students.

Ongoing student monitoring of formative assessments, will allow classroom teachers and support staff to make referrals to the Student Success Team (SST) as needed for students who are not making adequate academic progress and who are in need of intense Tier 2 and Tier 3 Levels of support via the MTSS Process. These Tier 2 and Tier 3 supports will be provided by differentiated groups with the classroom teacher and/or small groups with our Literacy Intervention Teacher or Intervention Services Provider (ISP) during the instructional day or during after school tutoring.

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.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Working together within a Professional Learning Community setting, teachers will collaborate once a week (every Wednesday) in grade-level (Transitional Kindergarten-Fifth Grade) and department (SPED) teams to:
1. Identify learning objectives, increase depths of knowledge levels, and plan for differentiated instruction from State-Approved, Board-Adopted curriculum that are aligned to the Common Core State Standards (CCSS)
2. Share best teaching practices for first instruction and Universal Access (Tier 1)
3. Team daily for Designated English Language Development by the ELPAC's proficiency levels (Emerging, Expanding, Bridging) and to collaborate for Integrated English Language Development through all content areas to increase proficiency in the four language domains (listening, speaking, reading, and writing)
4. Collaborate to modify and enhance instructional practices to address Tier 1, Tier 2 and Tier 3 instructional and social-emotional needs
5. Analyze data from formative and summative assessments

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. Use of State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers use the Multi-Tiered Systems of Support (MTSS) Model to support our underperforming students in meeting the grade level standards. This MTSS Model includes three tiers of interventions (Tier I, Tier 2, and Tier 3). Classroom teachers provide Tier 1 with first-instruction, inclusive of universal access groups, scaffolds, reteaching, and intervention supports. Through student monitoring during Professional Learning Communities (PLCs) and individual teacher planning, students who are not making significant progress through Tier 1 supports will be referred to the Student Success Team (SST) for a six-eight week cycle of Tier 2 interventions, which can include the Literacy Intervention Teacher, Intervention Service Provider (ISP) or Classroom Teacher. Students who are not meeting expectations from Tier 2 interventions, will continue with the SST Process and the team will plan for Tier 3 intervention. Students who do not demonstrate adequate progress at Tiers 1, 2, and 3 may be referred for a Special Education Evaluation. This process can involve school specialists such as the School Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and/or Nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of first instruction to raise student achievement. These practices may include, but are not limited to, establishing clear learning goals based on the Common Core Standards (CCSS), increasing levels of depths of knowledge, providing ample opportunities for the use of Academic Conversations to increase student engagement, use of scaffolding to activate students' prior knowledge, frequent checks for understanding, providing corrective feedback, creating access to rigor across the content areas, and reteaching core standards and subject matter based upon formative assessments.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Rose Avenue Elementary School provides several opportunities throughout the school year to strengthen our partnerships with family, district, and community stakeholders to assist underachieving students. As we follow directives from the Ventura County Health Department and parents/guardians complete the volunteer requirements, we look forward to welcoming back parents to volunteer in the classroom and at school activities this coming school year. To meet the needs of our school community, we will continue to conduct a combination of in-person and virtual meetings, workshops, and conferences.

We encourage all school families to be a part of our site-based parent groups such as School Site Council (SSC), Parent Teacher Association (PTA) and the English Learner Advisory Committee (ELAC). The School Principal will invite school families to attend Title 1 Meetings and "Coffee with the School Principal". Each trimester, our Outreach Specialist and School Counselor plan to host Parent/Family Workshops based on the needs of our school families which may include Canvas, grades/report cards, attendance, parent advocacy, school apps (Lexia, ST Math, MyOn, Renaissance), Growth Mindset, and presentations from outside Community Agencies. Based on teacher availability, teachers will provide Parent/Family Nights on Literacy, Math, Science, Health and Wellness. Throughout the year, parents will be invited to Parent-Teacher Conferences to discuss student progress towards the Common Core State Standards and to collaborate with their student's teacher to identify strategies to improve student achievement. Parents of students who have been identified as significantly below grade level, will be invited to Student Success Team (SST) and Individualized Education Plan (IEP) meetings to review student's progress towards meeting the expected goals.

The Parent Teacher Association (PTA) will continue to provide funding to support standards-based field trips, school assemblies, student incentives, and extracurricular activities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Rose Avenue Elementary School will continue to prioritize parent and family engagement for the 2022-2023 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in the guidance, implementation, and evaluation of ConApp (Title I and Title III) programs. Parent representatives on the School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) are elected by other parents on an annual or biennial basis. Parent governance teams, including teachers and other school personnel, provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). SSC and ELAC will meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The School Principal will meet with classroom teachers and other school personnel during monthly Leadership/SPED/ PBIS meetings, staff meetings and/or PLCS (every Tuesday), Instructional Planning Days (every Wednesday), and during Student Monitoring Conferences (each trimester) to analyze data and monitor student achievement data in order to improve instruction.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support student intervention and enrichment programs that are aligned to enable underperforming students to meet standards. The student interventions will include differentiated, small group instruction by certificated staff (classroom teacher, Literacy Intervention Teacher, and/or Intervention Services Provider) and after school tutoring. The enrichment opportunities will include standards-based field trips and student assemblies. Teachers, support staff, and parents/guardians will also be able to attend Professional Development opportunities to meet students' academic and social emotional needs. These categorical funds will provide substitutes for teachers and Special Education case managers to attend student monitoring conferences, engage in collegial coaching, and to participate in IEPs or SSTs during the school day. These funding resources will also allow Rose Avenue Elementary School to continue our PBIS endeavors with CHAMPS protocols, incentives, and materials throughout our school campus (classrooms, hallways, playground, parking lot, restrooms, cafeteria, library, office).

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

Rose Avenue Elementary School's teachers, staff and governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). The School Principal facilitated a Staff Meeting on May 10, 2022 to share the 2022-2023 school budget and also provided school-wide Spring Academic and Social Emotional data to introduce the planning of Annual Measurable Outcomes. Our grade level teams met as Professional Learning Communities (PLCs) on May 17, 2022 to analyze baseline data (Spring STAR 360 Early Literacy, Reading, and Math) to develop expected academic goals for the 2022-2023 school year via the STAR 360 assessments and to discuss supports or resources needed to meet these academic outcomes. The School Leadership Team met on May 23, 2022 to address and discuss the three SPSA goals. The School Principal shared the SPSA with all teachers and support staff on June 7, 2022 to review the SPSA goals, share grade-level outcomes/goals, and to review the strategies/activities for our site's proposed expenditures.

The School Site Council and English Learner Advisory Committee met on May 11, 2022 to review the main components of the SPSA Plan, understand the three SPSA goals, provide input to our site's SPSA, and to be informed on our site's 2022-2023 budget allocations. The School Principal met with School Site Council again on June 8, 2022 to share Spring STAR 360 data (Early Literacy, Reading, and Math) and to share a completed draft of the SPSA for approval. The English Learner Advisory Committee met on June 8, 2022 to review the completed draft of the SPSA, with an

emphasis on usage of Title III funds, strategies to support English Learners as they strive to enhance their English language proficiency levels to achieve reclassification and activities to enhance parent engagement. The Parent Teacher Association (PTA) was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The Oxnard School District continues to experience a shortage of substitute teachers, but the District Office has provided every school with a "Floater" substitute to support sites when classroom teachers are out sick. Our site had budgeted for two Intervention Service Providers (ISPs) and we were not able to hire two individuals at the expected start time, but we were able to hire one ISP in January 2022 and the second ISP in April 2022. The district provided two 8-hour paras for each school site but our site was not able to obtain one for this school year. We are hopeful to have our second 8-hour for the 2022-2023 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0%	0%	0	0	0
African American	0%	0.4%	0.4%	0	2	2
Asian	0.35%	0.4%	0.8%	2	2	3
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	97.53%	97.3%	96.9%	552	498	463
Pacific Islander	0%	0%	0.2%	0	0	1
White	2.12%	1.8%	1.7%	12	9	9
Multiple/No Response	0%	0.2%	0%	0	1	0
			Total Enrollment	566	512	478

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	86	77
Grade 1	72	74	76
Grade 2	91	71	70
Grade3	98	88	73
Grade 4	101	96	87
Grade 5	106	97	95
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	566	512	478

Conclusions based on this data:

Student enrollment has decreased in recent years due to a variety of factors including the high cost of living in our county/community. Enrollment decrease is consistent with other local schools and/or districts. For the 2021-2022 school year, 96.9% of our student population was represented by the Hispanic/Latino subgroup. Rose Avenue

Elementary School continues to honor and value this subgroup and other subgroups' cultural heritages and customs within our educational program.

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	473	386	329	76.0%	68.2%	64.3%
Fluent English Proficient (FEP)	37	73	68	5.9%	12.9%	13.3%
Reclassified Fluent English Proficient (RFEP)	33	82	39	6.2%	17.3%	10.1%

Conclusions based on this data:

Need New Data

Based on the analysis of English Learner enrollment at Rose Avenue Elementary for the 2018-2019 school year, the percentage of English Learners has slightly decreased by 11.7% during the 2020-2021 school year, nevertheless a majority of our students (64%) continued to be identified as active English Learners. English Learners will continue to be provided with Designated English Language Development (ELD) on a daily basis with times based on their particular grade levels. Transitional Kindergarten and Kindergarten students will continue to receive 30 minutes of daily Designated ELD instruction, while students in first through fifth grades will continue to receive 45 minutes of daily Designated ELD instruction. During Designated ELD instruction, students will enhance their language acquisition through scaffolded instruction focused on oral (listening and speaking) and written (reading and writing) English language domains. All teachers will provide access to Integrated ELD throughout the day across the discipline areas including English Language Arts, Math, Social Studies, Science, Physical Education, and other areas. Integrated ELD strategies will include various opportunities for student engagement, access to vocabulary and academic terms, and scaffolded supports in each language domain as needed. Reclassified Fluent English Proficient (RFEP) students will continue to be academically monitored by their classroom teachers for a duration of four years per California State requirements.

School and Student Performance Data

Star Early Literacy

Rose Avenue Elementary School											
		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
Grade K	75	10	13%	9	12%	1	1%	55	73%	4	810
Grade 1	74	31	42%	17	23%	7	9%	19	26%	2	790
Grade 2	3	3	100%	0	0%	0	0%	0	0%	1	748

Conclusions based on this data:

Based off our STAR Early Literacy assessment data from Spring 2021-2022, our Kindergarten students have demonstrated high proficiency with their early literacy skills in order to be successful on Common Core State Standards. These literacy subdomains include Word Knowledge and Skills, Comprehension, and Numbers and Operations. For Kindergarten, a majority of our students (73%), were At/Above Benchmark (Level 4) while 13% were at Urgent Intervention (Level 1). Our First Grade Students have demonstrated the need to continue building upon their literacy skills in order to be successful on Common Core State Standards. For First Grade, a majority of our students (42%) were at Urgent Intervention (Level 1) while 26% were At/Above Benchmark (Level 4). Due to a low-leveled score on the STAR Reading, three Second Grade students were also tested on the STAR Early Literacy. These second grade students scored at the Urgent Intervention (Level 1).

Based off this data, we can conclude that our current First through Third grade students will need targeted enrichment and intervention for critical literacy skills such as Phonemic Awareness, Phonics, Fluency, and Vocabulary. These targeted enrichment and intervention opportunities will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, Literacy Intervention Teacher, and/or Intervention Services Provider (ISP). Our students will continue to use Lexia/Core 5 and Accelerated Reader to enhance their literacy and comprehension skills.

School and Student Performance Data

Star Reading

Rose Avenue Elementary School											
		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 2	70	38	54%	18	26%	10	14%	4	6%	1	856
Grade 3	73	33	45%	23	32%	12	16%	5	7%	1	931
Grade 4	87	50	57%	8	9%	20	23%	9	10%	1	964
Grade 5	95	50	53%	20	21%	19	20%	6	6%	1	990

Conclusions based on this data:

Based off our STAR Reading assessment data from Spring 2021-2022, our Third Grade through Fifth Grade students show the need to continue building upon their literacy skills in order to be successful on Common Core State Standards. These literacy domains include Literature, Informational Skills, Foundational Skills, and Language. For Second Grade, a majority of our students (54%) were at Urgent Intervention (Level 1) while 26% were at Intervention (Level 2). For Third Grade, a majority of our students (45%) were at at Urgent Intervention (Level 1) while 32% were at Intervention (Level 2). For Fourth Grade, a majority of our students (57%) were at Urgent Intervention (Level 1) while 23% were at On-Watch (Level 3). For Fifth Grade, a majority of our students (53%) were at Urgent Intervention (Level 1) while 21% were at Intervention (Level 2).

Based off this data, we can conclude that our current Third through Fifth grade students will need targeted enrichment and intervention with critical literacy skills such as Fluency, Vocabulary, and Comprehension. These targeted enrichment and intervention opportunities will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, Literacy Intervention Teacher, and/or Intervention Services Provider (ISP). Our students will continue to use Lexia/Core 5 and Accelerated Reader (AR) to enhance their literacy and comprehension skills.

School and Student Performance Data

Star Math

Rose Avenue Elementary School											
		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 1	74	21	28%	37	50%	12	16%	4	5%	2	835
Grade 2	70	28	40%	19	27%	18	26%	5	7%	2	893
Grade 3	74	32	43%	15	20%	22	30%	5	7%	2	950
Grade 4	86	39	45%	28	33%	15	17%	4	5%	2	978
Grade 5	95	54	57%	27	28%	9	9%	5	5%	1	1005

Conclusions based on this data:

Our STAR Math assessment data from Spring 2020-2021, shows that our Second Grade through Fifth Grade students show the need to continue building upon their mathematical skills in order to be successful on Common Core State Standards (CCSS). The domains include Operations and Algebraic Thinking, Geometry, Measurement and Data, and Number and Operations in Base Ten. For First Grade, a majority of our students (50%) were at Intervention (Level 2) while 28% were at Urgent Intervention (Level 1).
For Second Grade, a majority of our students (51%) were at Urgent Intervention (Level 1) while 27% were at Intervention (Level 2). For Third Grade, a majority of our students (43%) were at Urgent Intervention (level 1) while 30% were at On-Watch (Level 3).
For Fourth Grade, a majority of our students (45%) were at Urgent Intervention (Level 1) while 33% were at Intervention (Level 2). For Fifth Grade, a majority of our students (57%) were at Urgent Intervention (Level 1) while 28% were at Intervention (Level 2).

Based off this data, we can conclude that our current Second through Fifth Grade students will need targeted enrichment and intervention with critical mathematical practices within the CCSS: Make sense of problems and persevere in solving them; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. These targeted enrichment and intervention opportunities will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, and/or Intervention Services Provider (ISP). Our classroom teachers will continue to use Mathematical Mindset Practices and students will continue to use ST Math as supports to increase mathematical skills. Our Transitional Kindergarten through Third Grade Teachers will continue to utilize Pre-K to Third Grade Coherence Collaboration (P3CC) strategies to increase students' academic language and mathematical reasoning, which will build a mathematical foundation that will lead to proficiency in the CCSS for mathematics.

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 3	126	105		126	105		126	105		100	100	
Grade 4	120	110		120	110		120	110		100	100	
Grade 5	94	116		93	115		93	115		98.9	99.1	
All Grades	340	331		339	330		339	330		99.7	99.7	

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	2367.	2371.		6.35	11.43		12.70	17.14		27.78	20.95		53.17	50.48	
Grade 4	2394.	2402.		8.33	7.27		10.00	9.09		21.67	25.45		60.00	58.18	
Grade 5	2420.	2435.		4.30	4.35		15.05	17.39		21.51	26.09		59.14	52.17	
All Grades	N/A	N/A	N/A	6.49	7.58		12.39	14.55		23.89	24.24		57.23	53.64	

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 3	5.56	10.48		42.86	41.90		51.59	47.62	
Grade 4	7.50	8.18		39.17	48.18		53.33	43.64	
Grade 5	4.30	7.83		37.63	47.83		58.06	44.35	
All Grades	5.90	8.79		40.12	46.06		53.98	45.15	

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.

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	9.52	8.57		32.54	41.90		57.94	49.52	
Grade 4	6.67	4.55		36.67	48.18		56.67	47.27	
Grade 5	7.53	5.22		40.86	40.87		51.61	53.91	
All Grades	7.96	6.06		36.28	43.64		55.75	50.30	

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

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	7.14	15.24		61.90	57.14		30.95	27.62	
Grade 4	5.83	4.55		62.50	56.36		31.67	39.09	
Grade 5	2.15	1.74		50.54	63.48		47.31	34.78	
All Grades	5.31	6.97		59.00	59.09		35.69	33.94	

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	12.70	11.43		41.27	36.19		46.03	52.38	
Grade 4	5.00	4.55		40.00	40.91		55.00	54.55	
Grade 5	9.68	11.30		35.48	40.00		54.84	48.70	
All Grades	9.14	9.09		39.23	39.09		51.62	51.82	

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:

Rose Avenue Elementary demonstrated a 100% completion rate on the 2021-2022 ELA CAASPP. As we compared 2018-2019 (Pre-Pandemic) ELA CAASPP Data to 2021-2022 (Post-Pandemic) ELA CAASPP Data, our Fourth and Fifth Grade students demonstrated progress and a percent increase on the proficiency levels of Met or Exceeded. For Fourth Grade, they demonstrated an increase of 8% (from 16% to 24%). For Fifth Grade, they demonstrated an increase of 7% (from 21% to 28%). For Third Grade, they demonstrated a slight decrease of 4% (from 28% to 24%).

Based on this data, our school will continue to support our students on meeting and exceeding the standards. Teachers will collaborate on a weekly basis to analyze data and share best practices. Our students will need targeted enrichment and intervention with critical literacy skills such as Phonics, Fluency, Vocabulary, and Comprehension. This targeted enrichment and intervention will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, Literacy Intervention Teacher, and/or Intervention Services Provider (ISP). Our students will continue to use Lexia/Core 5 and Accelerated Reader (AR) to enhance their literacy and comprehension skills.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	126	105		126	105		126	105		100	100	
Grade 4	120	110		120	110		120	110		100	100	
Grade 5	94	116		93	115		93	115		98.9	99.1	
All Grades	340	331		339	330		339	330		99.7	99.7	

* 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	2371.	2382.		1.59	3.81		15.87	18.10		26.19	29.52		56.35	48.57	
Grade 4	2411.	2406.		2.50	3.64		11.67	7.27		36.67	34.55		49.17	54.55	
Grade 5	2434.	2431.		4.30	1.74		11.83	9.57		24.73	26.96		59.14	61.74	
All Grades	N/A	N/A	N/A	2.65	3.03		13.27	11.52		29.50	30.30		54.57	55.15	

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.

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	7.94	10.48		26.19	32.38		65.87	57.14	
Grade 4	5.00	4.55		25.83	17.27		69.17	78.18	
Grade 5	6.45	5.22		29.03	23.48		64.52	71.30	
All Grades	6.49	6.67		26.84	24.24		66.67	69.09	

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	5.56	9.52		39.68	42.86		54.76	47.62	
Grade 4	7.50	4.55		31.67	34.55		60.83	60.91	
Grade 5	8.60	3.48		32.26	32.17		59.14	64.35	
All Grades	7.08	5.76		34.81	36.36		58.11	57.88	

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	3.17	10.48		51.59	45.71		45.24	43.81	
Grade 4	6.67	6.36		35.00	26.36		58.33	67.27	
Grade 5	2.15	2.61		41.94	32.17		55.91	65.22	
All Grades	4.13	6.36		43.07	34.55		52.80	59.09	

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:

Rose Avenue Elementary demonstrated a 100% completion rate on the 2021-2022 Math CAASPP. As we compared 2018-2019 (Pre-Pandemic) Math CAASPP Data to 2021-2022 (Post-Pandemic) Math CAASPP Data, our Third and Fourth Grade students demonstrated progress and a percent increase on the proficiency levels of Met or Exceeded. For Third Grade, they demonstrated an increase of 10% (from 21% to 31%). For Fourth Grade, they also demonstrated an increase of 10% (from 10% to 20%). For Fifth Grade, they remained at 10%.

Based on this data, our school will continue to support our students on meeting and exceeding the standards. Teachers will collaborate on a weekly basis to analyze data and share best practices. Our students will need targeted enrichment and intervention with critical mathematical practices within the CCSS: Make sense of problems and persevere in solving them; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. These targeted enrichment and intervention opportunities will be

addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, and/or Intervention Services Provider (ISP). Our classroom teachers will continue to use Mathematical Mindset Practices and students will continue to use ST Math as supports to increase mathematical skills. Our Transitional Kindergarten through Third Grade Teachers will continue to utilize Pre-K to Third Grade Coherence Collaboration (P3CC) strategies to increase students' academic language and mathematical reasoning, which will build a mathematical foundation that will lead to proficiency in the CCSS for mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1415.4	1401.0	*	1423.8	1410.6	*	1395.6	1378.3	*	109	66	*
1	1446.9	1442.6	*	1445.0	1452.7	*	1448.1	1431.9	*	84	83	*
2	1478.9	1488.8	1452.7	1470.5	1486.5	1454.9	1486.7	1490.7	1450.0	97	82	43
3	1484.3	1475.6	1481.9	1469.8	1464.2	1477.6	1498.4	1486.6	1485.8	87	52	65
4	1502.7	1512.5	1506.6	1493.1	1497.9	1504.0	1511.7	1526.6	1508.8	77	65	57
5	1483.3	1520.5	1516.0	1466.2	1510.9	1514.9	1499.8	1529.6	1516.8	39	48	39
All Grades										493	396	208

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	22.02	1.52	*	24.77	30.30	*	41.28	50.00	*	11.93	18.18	*	109	66	*
1	23.81	8.43	*	29.76	30.12	*	27.38	39.76	*	19.05	21.69	*	84	83	*
2	38.14	17.07	4.65	36.08	45.12	39.53	15.46	28.05	37.21	*	9.76	18.60	97	82	43
3	*	3.85	6.15	36.78	32.69	35.38	34.48	44.23	41.54	21.84	19.23	16.92	87	52	65
4	19.48	18.46	10.53	42.86	52.31	42.11	27.27	18.46	38.60	*	10.77	8.77	77	65	57
5	*	8.33	12.82	41.03	56.25	35.90	*	25.00	33.33	*	10.42	17.95	39	48	39
All Grades	22.31	10.10	8.17	34.08	40.40	37.50	28.60	34.34	38.46	15.01	15.15	15.87	493	396	208

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	24.77	3.03	*	35.78	33.33	*	25.69	46.97	*	13.76	16.67	*	109	66	*
1	33.33	12.05	*	32.14	45.78	*	17.86	31.33	*	16.67	10.84	*	84	83	*
2	50.52	28.05	13.95	25.77	46.34	34.88	12.37	19.51	37.21	11.34	6.10	13.95	97	82	43
3	16.09	17.31	16.92	35.63	30.77	47.69	20.69	21.15	16.92	27.59	30.77	18.46	87	52	65
4	32.47	32.31	33.33	35.06	46.15	43.86	23.38	10.77	19.30	*	10.77	3.51	77	65	57
5	*	31.25	25.64	41.03	41.67	43.59	*	12.50	20.51	*	14.58	10.26	39	48	39
All Grades	31.03	20.20	22.12	33.47	41.41	42.31	19.68	24.49	23.08	15.82	13.89	12.50	493	396	208

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	13.76	1.52	*	*	19.70	*	60.55	60.61	*	16.51	18.18	*	109	66	*
1	21.43	7.23	*	22.62	15.66	*	28.57	38.55	*	27.38	38.55	*	84	83	*
2	34.02	13.41	4.65	26.80	36.59	23.26	21.65	34.15	46.51	17.53	15.85	25.58	97	82	43
3	*	3.85	6.15	20.69	23.08	21.54	47.13	50.00	46.15	26.44	23.08	26.15	87	52	65
4	*	16.92	7.02	32.47	44.62	26.32	36.36	23.08	40.35	19.48	15.38	26.32	77	65	57
5	*	0.00	10.26	33.33	29.17	10.26	*	56.25	48.72	*	14.58	30.77	39	48	39
All Grades	18.05	7.83	6.73	22.52	28.03	21.15	38.54	42.42	44.71	20.89	21.72	27.40	493	396	208

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	36.70	1.52	*	51.38	81.82	*	11.93	16.67	*	109	66	*
1	41.67	42.17	*	39.29	50.60	*	19.05	7.23	*	84	83	*
2	55.67	31.71	2.33	35.05	59.76	83.72	*	8.54	13.95	97	82	43
3	17.24	9.62	14.06	67.82	61.54	67.19	14.94	28.85	18.75	87	52	64
4	31.17	18.46	29.82	51.95	72.31	61.40	16.88	9.23	8.77	77	65	57
5	30.77	8.33	20.51	51.28	75.00	66.67	*	16.67	12.82	39	48	39
All Grades	36.51	20.96	16.91	49.09	65.66	68.60	14.40	13.38	14.49	493	396	207

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	32.11	6.06	*	51.38	65.15	*	16.51	28.79	*	109	66	*
1	29.76	8.43	*	52.38	73.49	*	17.86	18.07	*	84	83	*
2	50.52	30.49	16.28	34.02	58.54	65.12	15.46	10.98	18.60	97	82	43
3	27.59	25.00	27.69	42.53	51.92	58.46	29.89	23.08	13.85	87	52	65
4	44.16	40.00	42.59	41.56	46.15	48.15	14.29	13.85	9.26	77	65	54
5	38.46	62.50	45.95	41.03	20.83	43.24	*	16.67	10.81	39	48	37
All Grades	36.92	26.52	32.02	44.22	55.30	55.17	18.86	18.18	12.81	493	396	203

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	12.84	1.52	*	74.31	81.82	*	12.84	16.67	*	109	66	*
1	32.14	14.46	*	32.14	38.55	*	35.71	46.99	*	84	83	*
2	40.21	14.63	20.93	34.02	68.29	51.16	25.77	17.07	27.91	97	82	43
3	*	3.85	4.62	55.17	48.08	53.85	40.23	48.08	41.54	87	52	65
4	*	12.31	10.53	62.34	66.15	61.40	27.27	21.54	28.07	77	65	57
5	*	4.17	10.26	56.41	77.08	48.72	30.77	18.75	41.03	39	48	39
All Grades	19.68	9.34	10.58	52.54	62.37	54.33	27.79	28.28	35.10	493	396	208

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	31.19	30.30	*	53.21	50.00	*	15.60	19.70	*	109	66	*
1	16.67	10.84	*	61.90	57.83	*	21.43	31.33	*	84	83	*
2	23.71	17.07	0.00	65.98	69.51	69.77	*	13.41	30.23	97	82	43
3	25.29	11.54	15.38	59.77	76.92	63.08	14.94	11.54	21.54	87	52	65
4	28.57	24.62	7.02	59.74	66.15	75.44	*	9.23	17.54	77	65	57
5	58.97	18.75	5.13	*	64.58	76.92	*	16.67	17.95	39	48	39
All Grades	27.99	18.69	7.69	57.20	63.64	69.71	14.81	17.68	22.60	493	396	208

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:

Based off our Summative ELPAC Data from Spring 2021-2022, our First Grade through Fifth Grade students show the need to continue building upon their language proficiency skills in order to be successful on the ELD Standards. These language domains include both Oral (Listening and Speaking) and Written (Reading and Writing). For First Grade, a majority of our students (45%) were at Moderately Developed (Level 3) while 26% were at Somewhat Developed (Level 2). For Second Grade, a majority of our students (43%) were at Moderately Developed (Level 3) while 30% were at Somewhat Developed (Level 2). For Third Grade, a majority of our students 35%) were at Moderately Developed (Level 3) while 30% were at Somewhat Developed (Level 2). For Fourth Grade, a majority of our students (37%) were at Well Developed (Level 4) while 26% were Moderately Developed (Level 3). The Well-Developed students will be able to reclassify if they meet the English Language Arts criteria. For Fifth Grade, a majority of our students (44%) were at Moderately Developed (Level 3) while 40% were at Well Developed (Level 4).The Well- Developed students will be able to reclassify if they meet the English Language Arts criteria.

The data shown maintains that all students are making growth across the four domains in all assessed grade levels. The focus continues to be intentional designated and integrated ELD instruction on a daily basis and throughout all

content areas. All instructional practices should include the four domains of reading, writing, listening and speaking in order to ensure all students make at least one years growth across the domains in the ELPAC.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading, Mathematics and ELD.

Goal 1

All Students will reach high 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 instructional outcome.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy: Kindergarten & 1st grade STAR 360 Reading: 2nd -5th grades	The percentage of students who scored At or Above Benchmark on the Spring 2022 STAR 360: • Kindergarten-73% • 1st grade- 27% • 2nd grade- 16% • 3rd grade- 16% • 4th grade- 24% • 5th grade- 26%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360.The percentage of students who will score At or Above benchmark will increase to: • Kindergarten- 83% • 1st grade- 37% • 2nd grade- 26% • 3rd grade- 26% • 4th grade- 34% • 5th grade- 36%
CAASPP ELA	The percentage of students who Met or Exceeded the standard on the CAASPP ELA	Students will demonstrate growth by moving one or two levels across the different

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	at the end of the 2021-2022 school year: • 3rd grade- 24% • 4th grade- 24% • 5th grade- 28%	bands on the SBAC for ELA. The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 34% • 4th grade- 34% • 5th grade- 38%
CAASPP Math	The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 2021-2022 school year: • 3rd grade- 31% • 4th grade- 20% • 5th grade- 10%	Students will demonstrate growth by moving one or two levels across the different bands on the SBAC for Math. The percentage of students who will score a Met or Exceeded will increase to: • 3rd grade- 41% • 4th grade- 30% • 5th grade- 20%
STAR 360 Math: 1st - 5th grades	The percentage of students who scored At or Above Benchmark on the Spring 2022 STAR 360: • 1st grade- 14% • 2nd grade- 19% • 3rd grade- 29% • 4th grade- 15% • 5th grade- 18%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360.The percentage of students who will score At or Above benchmark will increase to: • 1st grade- 24% • 2nd grade- 29% • 3rd grade- 39% • 4th grade- 25% • 5th grade- 28%
Accelerated Reader Quizzes: 2nd-5th grades	The percentage of students who Met Benchmark (85% and above) in Spring 2022:	The percentage of students attaining grade benchmark level of 85% and above on the Accelerated Reader quizzes by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 2nd grade- 8% • 3rd grade- 19% • 4th grade- 30% • 5th grade- 39%	the Spring of the 2022-2023 school year will increase at least by 15%. • 2nd grade- 23% • 3rd grade- 34% • 4th grade- 45% • 5th grade- 54%
ELPAC	21% of English Learners in 3rd-5th grades were reclassified during the 2021-2022 school year.	All English Learners will demonstrate growth by moving at least one or two proficiency levels on the ELPAC. The percentage of 3rd-5th Grade English Learners who will meet the reclassification criteria will increase at least by 15%. This will result in 36% of English Learners in 3rd-5th grades to be reclassified during the 2022-2023 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of the MTSS model using the SST processes to monitor student achievement, plan for first instruction strategies, and identify students who are in need of targeted intervention. Student Monitoring Conferences will also occur at the end of each trimester between the principal and each subbed-out teacher. A floating substitute will be provided for one instructional day during each trimester. Data will be analyzed to monitor student progress and to determine interventions as needed. These interventions will include concepts and strategies from the Summer 2022 Professional Development (Literacy, Math, and Science), Site SIP Days (Beginning of the Year and Fall), and Leadership team 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)
1,000	Title I 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings and Student Monitoring Conferences
5,000	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings and Student Monitoring Conferences

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.

English Learners and Migrant

Strategy/Activity

Under guidance of the EL Master plan and State Mandates: All TK-5th teachers will team by grade levels/proficiency levels for designated ELD for the mandated number of minutes and provide integrated ELD in all other content areas using effective strategies. Teachers will also be able to host after school tutoring for targeted intervention for English Learners and Long-Term English Learners (LTELs) in order to increase the number of students who meet the criteria for reclassification and reduce the number of LTELs. In order to provide effective ELD strategies, teachers will be able to attend Professional Development opportunities to enhance their instruction. Teachers will also be able to consult with our English Learner TOSAs for lesson planning and best ELD Practices. School Administrator, Teachers and ELAC Members/Parents will also be given the opportunity to attend CABE conferences to support their English Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,500	Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers (Tutoring)
1,037	Title III 3000-3999: Employee Benefits Certificated Benefits

16,192	Title III 5800: Professional/Consulting Services And Operating Expenditures Professional Development (ELPAC, CABE, ELD)
	District Funded 1000-1999: Certificated Personnel Salaries EL TOSAs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School will provide staff with materials and supplies to support teacher collaboration, first instruction practices, professional development, and full-implementation of district-wide curriculum for both our Structured English Immersion (SEI) and Special Education Programs (Mild to Moderate, Resource and Speech Services). These funds will also be used to enhance classroom instruction and technology, provide rigorous writing opportunities across the content areas, organize activities based on our strands (Science and Wellness), and reward students with academic incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	LCFF 4000-4999: Books And Supplies Materials, Supplies, Student Incentives
10,000	LCFF 5700-5799: Transfers Of Direct Costs Warehouse Charges
1,076	LCFF 5700-5799: Transfers Of Direct Costs Publications/Graphics Department
2,697	Title I 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps

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

In order to provide additional interventions, our school will hire two certificated Intervention Services Providers (ISPs) to facilitate targeted intervention groups to support students' progress in the academic areas of ELA and Math. We will also utilize our Literacy Intervention Teacher to support and instruct targeted intervention groups for ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,998	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Math ISP
5,531	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Benefits
23,998	Title I 1000-1999: Certificated Personnel Salaries ELA ISP
5,531	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits
	District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teach

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The After School Program will be offered to all students in order to provide academic support, enrichment opportunities, and hands-on activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

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 with implementation of CAASPP Interim Assessment Blocks (IABs), curriculum based assessments, and other formative assessments in order to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year. Continue with district-wide participation in summative assessments, including CAASPP and ELPAC (for English Learners).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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 students in Kindergarten & 1st Grade will take STAR 360 Early Literacy Tests, while all students in 2nd-5th grade will take the STAR 360 Reading Tests to monitor and assess student progress during the five progress monitoring windows. All students in 1st-5th grade will take the STAR 360 Math test to monitor and assess student progress during the five progress monitoring windows.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Library/Media technician will maintain and manage the site library, provide support to teachers and students, purchase books to replenish the library, and oversee the site's Accelerated Reading (AR) incentive program. Each Trimester, students who obtain their AR goal will be able to attend an AR Incentive celebration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Salary
	Materials/Supplies/Incentives: Goal 1, Strategy 3
5,131	LCFF 4000-4999: Books And Supplies Library Books

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

Continue implementing the Accelerated Reader (AR) program and My-On program school-wide, while also providing students access to books leveled by AR reading levels located in the school library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Cost of Renaissance contract

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.

Migrant students

Strategy/Activity

The Oxnard School District, with partnership of VCOE, will provide a Migrant Education Summer School program to provide academic and enrichment support to Migrant students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for Migrant Services

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE (2nd-5th Grade Students)

Strategy/Activity

Teachers will continue to provide enrichment opportunities, differentiated lessons, and accelerated instruction to meet the needs of our students that have been identified as GATE students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Classroom Teachers will provide after school tutoring for intensive intervention in the areas of ELA and Math for all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I 1000-1999: Certificated Personnel Salaries Teachers: Extra Help/Tutoring
1,153	Title I 3000-3999: Employee Benefits Certificated Benefits
1,000	LCFF 1000-1999: Certificated Personnel Salaries Teachers: Extra Help/Tutoring
300	LCFF 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Support registration fees, entrance fees and transportation for field trips that are aligned to Common Core State Standards and/or School Strand Focus (Science/Wellness).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 5000-5999: Services And Other Operating Expenditures Transportation
3,300	Title I 5000-5999: Services And Other Operating Expenditures Services, registration, and entrance fees

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide loaner iPads to students when necessary for classroom lessons and district/state testing. (For example, if iPads are damaged or left at home.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF 4000-4999: Books And Supplies Computer Equipment Over $500

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Monitor Special Education students' progress on annual goals in ELA, Math, ELD, Speech/Language, Motor Skills Development, and/or Social-Emotional during IEP Meetings. Work as an IEP Team to determine free and appropriate public education and make evidence-based decisions on students' least restrictive environment. Extracurricular activities will be inclusive of our Special Education students which includes but is not limited to recess breaks, lunch, field trips, assemblies, and mainstreaming if noted in students' IEPS.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Floating Certificated Substitutes for Teacher Release to attend IEP Meetings: See Goal 1, Strategy 1

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education Team members will meet with our Special Education Manager once a month to determine the dates for IEPs, discuss student progress towards IEP goals, and to discuss possible Change of Placements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Leadership Team, PBIS Team, Classroom Teachers and Support Staff will be able to attend professional development opportunities and conferences for professional growth (GATE, PBIS, Science/Wellness, CUE, etc.). Teachers will also be able to attend professional development opportunities hosted by our District's Math Manager and TOSAs (Ed Tech, ELD, Science History/Social Science).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Travel and Conference
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager and TOSAs

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

With support from our Technology Services Technician (TST), students and families will continue with implementation of our Learning Management System, Canvas, and with district-wide applications (Lexia/Core 5, ST Math, and myON). The TST will also support staff, students, and families with troubleshooting 1:1 devices and with other technological needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Technology Services Technician

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.

Throughout the 2021-2022 school year, Rose Avenue Elementary School focused on building rigor across all the grade levels, while scaffolding instruction to strengthen students' skills to achieve proficiency on grade level standards in both our Structured English Immersion (SEI) Program and Mild to Moderate Special Education (SPED) Program. Teachers were able to collaborate frequently during PLCs to review data and make informed decisions on how to meet the needs of their students.Teachers were also given the opportunities to attend professional development opportunities to enhance classroom practices and Tier 1 classroom interventions.

Within a Professional Learning Community (PLC), grade level teams and the Special Education department collaborated on a regular basis to analyze data from both formative (STAR 360 Early Literacy/Reading/Math) and summative (ELPAC) assessments to monitor student achievement and identify learning targets to modify instruction. This data analysis enabled teachers to identify students who need specific targeted interventions and referrals to the Student Success Team (SST).

Overall, the culmination of strategies supported Goal 1 as we saw an increase of systematic structures within the classrooms, inclusion of appropriate Tier 1 and Tier 2 interventions, and a majority of our grade levels achieved academic gains on the 2021-2022 CAASPP. For ELA CAASPP, our fourth graders demonstrated an 8% gain and our fifth graders demonstrated a 7% gain. For Math CAASPP, our 3rd and 4th grade students both achieved a 10% gain.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for two Intervention Service Providers but our site was not able to hire two ISPs until later in the year. We will continue with this action item so they can support students with Tier 2 interventions in the core areas of English Language Arts and Math. Funds were also allocated for after school tutoring, but our site site had a low participation rate from classroom teachers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2021-2022 SPSA, academic achievement results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); implementation of intervention via small groups at each grade level for English Language Arts and Math; an increased number of formative assessments to monitor student progress; professional development opportunities to support academic and social-emotional learning; and enrichment activities to promote a stimulating learning environment.

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
Panorama: Teacher Perception of Student Survey (Kinder-2nd Grade) Panorama Survey: 3rd-5th Grade Students	Spring 2022 Panorama Data: Kinder-2nd Grade Emotion Regulation: 79% Self-Management: 48% Social Awareness: 62% Spring 2022 Panorama Data: 3rd-5th Grade Emotion Regulation: 49% Growth Mindset: 56% Self-Management: 69% Sense of Belonging: 69% Social Awareness: 71% Teacher-Student Relationships: 74%	Increase positive Panorama survey results by 10% across Kinder-2nd Grade: Emotion Regulation: 89% Self-Management: 58% Social Awareness: 73%% Increase positive Panorama survey results by 10% across 3rd-5th Grades: Emotion Regulation: 59% Growth Mindset: 66% Self-Management: 79% Sense of Belonging: 79% Social Awareness: 81% Teacher-Student Relationships: 84%
Suspension Rate	For the 2021-2022 school year, there was a total of 4 (0.01%) off-campus suspensions.	Maintain a low off-campus suspension rate and reduce suspension rates by 2 off-campus suspensions.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Discipline Referrals	Based on Office Referral Data for the 2021-2022 school year, there were 199 office referrals.	Office Referrals will be reduced by 25% during the 2022-2023 school year.
Attendance Rate	The average school wide yearly attendance was 92% for the 2021-2022 school year. The Chronic Absence percentage was 8% for the 2021-2022 school year.	Increase the annual attendance rate by 5%. Reduce the 2022-2023 Chronic Absence rate by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue with implementation of the PBIS/CHAMPS/STOIC model both in the classroom and throughout the school campus. The PBIS Team will meet monthly to identify next steps and needed resources for school-wide CHAMPS implementation (safety and recess equipment use), "Re-CHAMP" the playground due to ongoing construction, monitor progress towards decreasing the overall number of office discipline referrals and suspensions, and to develop possible actions that support teachers who have concerns regarding individual student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies: See Goal 1, Strategy 3

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will facilitate school enrichment activities and clubs to engage students in mindful, learning strategies and SEL activities. The School Counselor will also organize monthly "Wellness Wednesdays" where students and staff can participate in Wellness Centers and Calming Techniques. These Wellness Centers will also be provided during State Testing and other events where these resources are needed to decrease stress or anxiety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
	Materials and Supplies: See Goal 1, Strategy 3

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

Our School Counselor and Outreach Coordinator will provide PBIS/CHAMPs incentives to support positive student behavior and encourage all staff members to send families PAW-sitive Puma Postcards to recognize
students who demonstrate positive behavior on campus. All students will be rewarded with positive behavior reinforcements via Puma/CHAMPS bucks that can be utilized at our CHAMPS store twice a month. The Counselor and ORC will also oversee the CHAMPS Activity Room, where students use calming, alternative activities/supports when experiencing a difficult time in the classroom or during recess.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies: See Goal 1, Strategy 3
	District Funded

	1000-1999: Certificated Personnel Salaries Counselor Salary
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary

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

Attendance rates will be monitored and Attendance Meditation Meetings will be held at the site level for those students with excessive tardies and/or absences. The Attendance Mediation Team will consist of the ORC, Attendance Technician, School Administrator, and Parent/Guardian. Each Trimester, the Attendance Team will provide Attendance Incentives to promote an increase students' daily attendance and decrease the rate of chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator and Attendance Technician's Salaries
	Materials and Supplies: See Goal 1, Strategy 3

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Office staff will effectively maintain daily school operations to respond to students safety/health needs, assist in documenting/filing incident reports, and supporting school families before, during, and after school hours as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime: Family/Parent Support
1,350	LCFF 3000-3999: Employee Benefits Clerical: Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the RTI/MTSS model using the SST process to monitor student attendance, counseling services, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral/attendance needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Floating Certificated Substitutes for Teacher Release to attend SST Meetings: See Goal 1, Strategy 1
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Supervisors will provide student supervision before school, during lunch and recess breaks, at school dismissal, and during school events that are after school hours. Campus Supervisors will also receive ongoing training by our School Administrator, School Counselor, and PBIS Committee Members to support our CHAMPS protocols, routines, and procedures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 2000-2999: Classified Personnel Salaries Extra Help from Campus Supervisors
463	LCFF 3000-3999: Employee Benefits Classified Benefits for Campus Supervisors (Extra Help)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documents containing student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Maintenance Agreement for shredding services: See Goal 1, Strategy 3

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Outreach Consultant will work with students, families, and school staff in order to provide student services, resources, referrals to outside agencies, and technology support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Establish and implement our Comprehensive School Safety Plan where all staff and students participate in:

- Monthly fire drills
- Monthly Priority 1 & 2 Lockdown drills
- Quarterly earthquake drills
- Annual evacuation drill
- Professional development for first aid and safety for all staff

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Based off Panorama data and classroom needs, the School Counselor will provide social-emotional support for students and teachers with social-emotional classroom lessons. Our Counselor will also provide support for students and parents through individual/group counseling, facilitating social skill groups, and outside referrals to agencies for additional services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to provide school-based assemblies for: Drug, Tobacco, and Alcohol Prevention Education (Red Ribbon Week); Kindness Week; Academic and Positive Behavior Recognition/Awards; Student Enrichment; Anti-Bullying; and PBIS

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies: See Goal 1, Strategy 3

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

Certificated and classified staff will receive ongoing training on CHAMPS, Restorative Justice practices, and NCPI. Further review, discussion, and implementation of CHAMPS will be conducted by the PBIS/CHAMPS Committee.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Travel and Conference: See Goal 1, Strategy 18

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students and Staff will participate in monthly school spirit weeks and national awareness activities (ex: Unity Day, Anti-Bullying Awareness, Autism Awareness, Red Ribbon Week, Breast Cancer Awareness, Mental Health Awareness, Great Kindness Challenge, Epilepsy Awareness, etc.).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The safety committee will meet on a regular basis (each trimester or as needed) to review the School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness. The committee will also monitor entrance/exit procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure administrative site coverage when the School Principal is absent or off-site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 1000-1999: Certificated Personnel Salaries Administrative Support/Extra Help
888	LCFF 3000-3999: Employee Benefits Administrative Coverage: Benefits

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Foster and Homeless Youth

Strategy/Activity

School Principal, School Counselor, and ORC will engage in 1:1 check-ins with our Foster and Homeless youth to provide academic and/or social-emotional support. The support staff will also maintain constant communication with their parents, guardians, and outside agencies in order to ensure access to a positive and effective educational program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 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

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooter, Threat Assessment, Bullying, Suicide Prevention, and Drug/Alcohol Policies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Panorama Survey will be administered 3 times a year (Fall, Winter and Spring) to students in order to obtain data about our school climate and our students' social emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 5th grade students; SPED

Strategy/Activity

Ensure a successful transition from elementary school to middle school by coordinating with district Middle School sites to conduct elementary school visits to promote student interest in site programs. The SPED case managers will organize Middle School Transition IEP Meetings to ensure the continuation of SPED services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Floating Certificated Substitutes for Teacher Release to attend IEP Meetings: See Goal 1, Strategy 1

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.

Rose Avenue Elementary School continues to take pride in our Platinum Award recognition from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our school community. During the 2021-2022 school year, the Puma Staff remained dedicated to enhancing students' school connections, maintaining an inclusive environment, and continuing with safety protocols. The School Principal, Outreach Coordinator, and Attendance Technician met regularly to monitor student attendance, identify students at-promise regarding chronic absenteeism, and implement support when necessary. The School Principal, Support Staff, and Student Council Representatives planned for monthly Spirit Weeks, CHAMPs Assemblies each trimester, and Friday Morning Messages in order to enhance school connectedness and school safety. To provide a safe and engaging environment, our PBIS Team also met on a regular basis to restructure the playground during construction, revise CHAMPS protocols, and review Office Discipline Referral data. The PBIS Team monitored this data every other month to provide recommendations to school staff and to identify needed supports in the recreational areas. Based on PBIS recommendations and student interests, the school site was able to use funds to purchase recreational items due to our site's limited playground area for ongoing construction.

As we strived to meet our students' social, emotional, and behavioral needs, students were identified through the SST process to receive social-emotional services. Our School Counselor utilized the SST referrals and monitored Social-Emotional Data via the Panorama Survey to provide 1:1 and/or group counseling, facilitate social skill groups, and refer students to outside counseling services when needed. Our district's progressive discipline matrix, CHAMPS model, and Restorative Justice practices assisted teachers and the School Administrators with clear guidelines for responding to student behavior.

Overall, the culmination of strategies supported Goal 2 as we observed positive connections between our Puma community, an increase of PBIS structures both within and outside our classrooms, and an inclusion of social emotional strategies in a majority of our classroom settings. Our School Administrators and Support Staff were also able to form positive relationships as we counseled students, provided social emotional check-ins, and taught social skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for Campus Supervisors to attend professional development for a CHAMPS refresher, but not all campus supervisors were able to attend due to their limited availability..

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2021-2022 SPSA, Panorama Survey results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); classroom lessons by our School Counselor on Emotion Regulation, Growth Mindset, Self-Management, Sense of Belonging and Social Awareness; School Connection activities to enhance student, staff, and family engagement; PBIS Team will develop learning experiences that reinforce our schoolwide CHAMPS expectations both in the classroom and outside the classroom.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation at school meetings and workshops (Examples: Title 1, Coffee with The Principal, Parent/Family Nights, PTA, SSC)	In accordance to COVID-19 safety protocols, Rose Avenue hosted all school meetings and workshops virtually via zoom. Parent attendance ranged from 10-15 parents per meeting and/or workshop.	Parent attendance at school meetings and workshops will increase by 25% during the 2022-2023 school year as measured by attendance sign-in sheets.
Parent Participation in ELAC meetings	In accordance to COVID-19 safety protocols, Rose Avenue hosted all ELAC meetings virtually via zoom. Parent attendance ranged from 8-12 parents per meeting.	Parent attendance at ELAC meetings will increase by 25% during the 2022-2023 school year as measured by ELAC attendance sign-in sheets.
Panorama: Parent Survey	For the 2021-2022 Spring Window, our site had 16 parent responses. School Climate: 82% Family Efficacy: 80% Barriers to Engage: 72%	Parent Responses will increase by 150 responses during the 2022-2023 school year as measured by the Panorama survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Family-School Communication: 70% Family Engagement: 12%	Our goal is to increase the Panorama Survey Results by 15% in the areas of: School Climate: 97% Family Efficacy: 95% Barriers to Engage: 87% Family-School Communication: 85% Our goal is to increase the Panorama Survey Results by 50% in the area of: Family Engagement: 62%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to conduct Title 1 meetings to inform families of opportunities and supports supported by Title I funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

With support from our school's Outreach Coordinator, parents will be welcomed to attend our site's monthly parent meetings (ELAC and SSC). Parents will also be encouraged to attend PTA and "Coffee with the Principal" meetings on a bimonthly 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)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Families will receive communication regarding our school's safety, procedures, events, and activities through Blackboard Mass Messaging, Peachjar, school website, marquee and social media accounts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen school-home partnerships and invovle parents in revision of these documents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	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

Parent/Teacher conferences and Student Meetings (IEPs, SSTs, 504s) will be conducted to inform families of student progress throughout the school year and at report card periods. Language interpretation/translation will be readily available for parents. Parents will be expected to participate in these meetings either in person or via Zoom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help
231	Title III 3000-3999: Employee Benefits Classified Benefits
	District Funded 2000-2999: Classified Personnel Salaries Mixteco Support 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

Continue providing essential programs and support services (parent trainings/workshops) to school families by our School Principal, Counselor, and Outreach Coordinator. The Outreach Coordinator

and School Counselor will also continue to provide support for parents in areas of attendance, social skills, Canvas, and district instructional applications (Lexia/Core 5, ST Math, myOn).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title III 2000-2999: Classified Personnel Salaries Outreach Coordinator: Extra Hours/Overtime
2,000	LCFF 1000-1999: Certificated Personnel Salaries Counselor: Extra Hours/Overtime
482	Title III 3000-3999: Employee Benefits Outreach Coordinator Benefits
887	LCFF 1000-1999: Certificated Personnel Salaries Counselor's Benefits

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.

Migrant, Homeless, Foster

Strategy/Activity

The ORC will regularly check in with Migrant, Homeless, and Foster Families in order to provide resources, complete referrals to outside agencies, and to ensure their basic needs are met.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will host Back to School Night, Parent Orientations, as well as parent events focused on Literacy/ELA, Math, ELD, and/or Strand Focus (Science and Wellness), to increase parent engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teachers' Extra Help: See Goal 1, Strategy 13; ORC and Counselor Extra Hours: See Goal 3, Strategy 6

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

Inform parents at ELAC meetings of the needed growth in ELD as measured by ELPAC assessments, the EL Master Plan, and Reclassification. The school will also host a Reclassification Celebration for all students and families for those that reclassify during the 2022-2023 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 2000-2999: Classified Personnel Salaries Babysitting (Campus Supervisors)
230	Title III 3000-3999: Employee Benefits Babysitting (Campus Supervisors)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage and provide support to parents to complete Oxnard School District's school volunteer clearance process, so parents can participate in their children's education in order to support their academic and social-emotional growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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.

African-American

Strategy/Activity

In collaboration with the Manager of Equity, Family, and Community Engagement, Rose Avenue School Families will be encouraged to attend the district's African American Parent Advocacy Group.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Manager of Equity, Family, and Community

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.

TK-Kindergarten students

Strategy/Activity

Provide a parent event for incoming TK-Kindergarten students to familiarize them with school and classroom expectations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teacher Extra Hours: See Goal 1, Strategy 13

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, high school requirements, and other engaging activities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents and families will be invited to ttend assemblies where students will be rewarded for their academics and positive behavior during our Trimester Awards' Ceremonies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

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.

Parents and families play an integral role in their child's academic success. Our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA) offer and encourage parents to become active participants in their children's education. The School Principal, Outreach Coordinator, and School Counselor hosted Parent/Family Education Nights based on Report Cards/Grading, Attendance, Growth Mindset, and other relevant topics based on parents' needs. Teachers and School Families met for Parent-Teacher Conferences (and throughout the year as needed) to discuss student progress towards the grade level standards and to identify needed supports or strategies to be utilized at home. Our site maintained constant communication with school families via Blackboard Mass Messaging, Canvas announcements, flyers via PeachJar, school website, Social Media accounts (Facebook/Twitter/Instagram), and our school marquee.

Overall, the culmination of strategies somewhat supported Goal 3 as we had high attendance rate for parent-teacher conferences but a low attendance rate for parent/family workshops and a low participation rate on our Panorama Survey for families. Our support staff will work on creating an interest survey in order to increase attendance rate at parent/family trainings and we will also invite parents on campus so we can support therm with the online Panorama Survey during the survery's window.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for Parent/Family nights, but we had low attendance rates from our school families. In order to increase parent participation at our Parent/Family nights, we will need to create an interest survey to best support our family/parent needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2020-2021 SPSA, Rose Avenue School Staff will focus on fostering meaningful and convenient ways to increase parent involvement/family engagement. Our staff will remain dedicated to creating various opportunities to enhance parent and family engagement in order to support students' success in school. The school will continue to provide technological supports and trainings on the district-adopted applications (Lexia/ST Math/ myOn) and on Canvas, our learning management system, so parents can support students at home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$71,951.00
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	$178,075.00

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	$46,679.00
Title III	$25,272.00

Subtotal of additional federal funds included for this school: $71,951.00

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	$76,595.00
LCFF - Intervention	$29,529.00

Subtotal of state or local funds included for this school: $106,124.00

Total of federal, state, and/or local funds for this school: $178,075.00

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	46,679	0.00
Title III	25,272	0.00
LCFF	76,595	0.00
LCFF - Intervention	29,529	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	76,595.00
LCFF - Intervention	29,529.00
Title I	46,679.00
Title III	25,272.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	9,887.00
2000-2999: Classified Personnel Salaries	LCFF	5,000.00
3000-3999: Employee Benefits	LCFF	3,001.00
4000-4999: Books And Supplies	LCFF	45,131.00
5700-5799: Transfers Of Direct Costs	LCFF	11,076.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	29,529.00
1000-1999: Certificated Personnel Salaries	Title I	34,529.00
3000-3999: Employee Benefits	Title I	1,153.00

5000-5999: Services And Other Operating Expenditures	Title I	8,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,697.00
1000-1999: Certificated Personnel Salaries	Title III	4,500.00
2000-2999: Classified Personnel Salaries	Title III	2,600.00
3000-3999: Employee Benefits	Title III	1,980.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	16,192.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	162,944.00
Goal 2	8,701.00
Goal 3	6,430.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Diana Perez	Principal
Maribel DeLoa-Cahue (Alternate)	Classroom Teacher
Charlotte Hwan	Classroom Teacher
Leticia Vidal	Classroom Teacher
Alejandra Santos	Other School Staff
Adelina Arzola	Parent or Community Member
Azucena Gonzalez	Parent or Community Member
Marisela Hernandez	Parent or Community Member
Jorge Solano	Parent or Community Member
Maribel Torres	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/8/2022.

Attested:

	Principal, Diana Perez on 6/8/2022
	SSC Chairperson, Leticia Vidal on 6/8/2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Sierra Linda Elementary	56725386055388	June 14,2022	August 24, 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.

The Vision at Sierra Linda is: Empowering ALL Children to Achieve Excellence. Our Mission is: We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected.

At Sierra Linda, we are committed to developing a rigorous and supportive instructional program that prepares each child for college and/or career pathways and supports the achievement of the Oxnard School District Student Profile. We will focus in the area of teaching and learning to successfully meet the needs of all students. The highly committed staff has been dedicating themselves to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades TK-5; including supporting instructional programs/apps such as Star Assessment in ELA and Math, Lexia/Core5, myOn, ST Math, and Accelerated Reader.

Through our shared Vision and Mission, the staff at Sierra Linda is working to ensure that our instructional program meets the academic needs of each student. Teachers meet in grade level teams regularly in order to plan together. During our PLC's, they analyze data and plan rigorous standards-based lessons that support students' academic progress. The staff participates in district and site professional development to improve and implement instructional practices. The teaching staff at Sierra Linda is committed to the process of implementing CCSS and dedicated to promote higher level thinking and learning for all students. Our staff will continue to implement our strand focus of Health and Art as part of our integrated curriculum. We will support the strand focus by providing funding and enrichment activities for all students.

In all classes, integrated ELD instruction is embedded throughout all subjects and explicitly taught during designated ELD instructional time. Progress of EL students is closely monitored during grade level meetings, student monitoring conferences and through the Multi-Tiered System of Supports (MTSS) process. We use additional programs and tools in order to provide all our students with various learning opportunities. Accelerated Reader helps students hone their comprehension skills and encourages a love of reading. ST Math and Lexia/Core5 programs provide additional opportunities for students to revisit critical reading and math skills. Teachers use various technical applications that support development of foundational reading and math skills. Every student has received an iPad for use at home and at school. Teachers continue to receive training on the use of iPads and share ideas with each other on how to develop students' knowledge of programs and applications. Students receive digital citizenship instruction. Parents are informed of the benefits of technology as it relates to the education of their children.

Students receive differentiated instruction in reading in all grade levels during the week. Through district funding, the district has hired Literacy Intervention Teachers in order to support this program. The student groups are small and the instruction is targeted to specific reading needs based on Star Reading assessment results. Our Special Education teachers are also involved and special education students are mainstreamed with the general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. Classroom teachers use Star360, adopted curriculum assessments, and teacher created assessment data to focus on Reading and Math skills during regular classroom instruction.

We have instituted an instructional and behavior intervention program, using the MTSS model, which revolves around ensuring that students are successful. Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues in order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Sierra Linda. We have regular CST (Coordinated Services Team) and SST (Student Success Team) meetings which include the principal, the school psychologist, special education staff, the counselor, classroom teachers, the Outreach Consultant (ORC) and parents. Our positive behavior program is CHAMPS. All staff have been trained in and implement this program which focuses on teaching

students specific skills such as, self-control, responsibility, self confidence and cooperation in order for them to be able to make safe and rational decisions concerning their conduct. With CHAMPS, we are continuing on building student and staff capacity, building resiliency, and a growth mindset. A full time counselor is part of our staff. The counselor works with teachers, individual students, and small groups in order to provide additional social-emotional support they may need in order to be successful.

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings "Coffee with the Principal", and Coffee with the ORC/Counselor during which parents have an opportunity to provide input for shared decision-making. Parents receive a weekly phone blast informing them of all school events and activities. Teachers regularly inform parents of student progress through phone calls, conferences, progress reports, text messages, Peach Jar and behavior charts (if necessary). Our ORC and Counselor offer support by connecting families with necessary community services to address social-emotional needs. Parents participate in positive parenting programs like "Triple P" through a virtual platform in the Spring. We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten or to the middle schools. Parent workshops will be presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment.

At Sierra Linda, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one’s academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive to promote a school environment wherein our core values of equity, integrity, purpose, perseverance and compassion are evident in every interaction with students, community and each other, thus, effectively meeting Every Student Succeeds Act (ESSA) requirements.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ongoing informal and formal classroom observations were conducted by peers and administration to collect data in Grades TK- 5th throughout the school year. Students were observed using academic language to explain how or why they got their answers. Our data showed that Increased use of student engagement strategies was beneficial for all students. We worked in collaboration with our committees (School Site Council, ELAC, and PTA) to develop the goals, actions, and services that are part of our SPSA. Thus, discussions were focused on effectiveness and consistency of common best practices, teaching strategies, planning and monitoring student engagement, and identifying Priority Standards to help develop targeted student interventions and support. These strategies were used both in ELA and Math lessons and an emphasis in writing across content areas will help us create a stronger academic foundation for all our students. The teachers are using the Report Card Outcomes as a basis for long-term planning of lessons and assessments to gauge student success.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff will collaborate, analyze and interpret data to modify instruction and improve all student achievement. The data gathered is used in weekly PLC meetings to help guide our instruction, interventions, and academic focus. The following assessment tools used gave us both formative and summative data that is used frequently and can be shared with other staff and parents.
Star360--Early Literacy, Reading and Math assessments
Star360 CBM (foundational skills)
ELPAC
ELD Unit Assessments
IABs (CAASPP Interim Assessment Blocks)
BPSTs (basic literacy assessment)
Math and ELA curriculum assessments
Teacher created assessments
LLI Intervention Assessments

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers monitor student academic progress during grade level collaborations on a weekly basis during Professional Learning Community (PLC)/collaboration time. Assessment results are used to modify instruction and create focus goals in ELA and Math. Student instructional groups for Universal Access (UA); and Tier 1 and Tier 2 interventions are determined by reflecting on current instructional strategies and data. Data from Star360, IAB's, and curriculum assessments guide the discussion and identify need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaboration is provided on a weekly basis during our PLC/Collaboration time. Instructional leadership committee (grade level leads) discuss and agree upon topics for collaboration. Our Grade levels work within and across grade level teams to implement PLC structures and discussions. The focus is on the five essential questions:
(1) What do we want students to know?
(2) How will we know if the learned it?
(3) What will we do if they haven't?
(4) What will we do if they have?
(5) What will we be teaching next and how does this build on our foundation?
Our PLC Teams agree upon common assessments, report card Outcomes, and Priority Standards, analyze their date, and create a plan to support all their students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Sierra Linda. we use a Multi-Tier System of Supports to help our under-performing students meet grade level standards. This is an instructional model that includes universal screening, multiple tiers of supports (Tier I, Tier II, and Tier III), data collection and reviews to inform interventions in each tier. During regular student monitoring by teacher and grade level collaboration, students who are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 6-8 weeks and are specific to the student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. If the student is showing little to no growth, then they are referred to the Coordinated Service Team (CST) for further interventions with our school counselor, LIT Teacher, or Intervention Service Provider. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST). Parents are a crucial part to student success, thus they are informed of a teacher's concern as soon as Tier I interventions are started. Parents are invited to SST meetings in order to create a successful plan for interventions. Those that are still not demonstrating adequate progress, may be referred to for a Special Education evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist and/or district nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of good first instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson; effectively communicating our lesson target goals in ELA and Math to all students; providing opportunities for student engagement with content; monitor and checking for understanding; and providing corrective feedback.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Sierra Linda parents are encouraged to participate and support Sierra Linda students by becoming involved through a variety of educational and advisory opportunities throughout the year that will help strengthen the family-school partnership. We believe that these partnerships with parents and the community are essential to success of all students. We invite our families to participate in all of our activities. Currently, all participation will be virtual due to COVID guidelines

These include but are not limited to:
*Class and field trip volunteers
*PTA events, such as meetings, Art Night, virtual fundraisers and Jog-a-Thon (when in person participation is allowed)
*School Site Council meetings
*ELAC meetings
*Parent Nutrition Classes
*Triple P parenting classes (TBD)
*Coffee with the Principal/Title 1 meetings
*Awards Assemblies
*Read-a-Across America (as readers)
*Parent Training provided by English Learner Department
*Parent Nights with a Focus on ELA/Math/ and Technology

These meetings allow parents to voice any concerns, receive information and to have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety and other school related programs and activities. Our ORC and Counselor offer support by connecting families with necessary services to address social-emotional needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Sierra Linda will continue to prioritize parent involvement during the 2022-23 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our School Plan for Achievement and student success. Parent representatives on the School Site Council, English Language Advisory Committee, and PTA are elected on a biennial basis. School and district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student achievement. Throughout the 2022-23 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a three week rotation cycle basis to analyze and monitor student achievement data in order to improve instruction and the use of curriculum and assessment. Transitional meetings and presentations are held yearly by the middle School Counselors to inform 5th grade students of programs offered in the middle school, such as AVID and pathways to college and career readiness. In addition, the principal and school counselor present A-G requirements for all 5th grade students and parents.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds were used to support small group interventions and programs for differentiated instruction to meet the needs of underperforming students. Additionally, funds were used to provide equity for all students through enrichment opportunities, such as standards based field trips and technology programs that enhance the learning of underperforming students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress.
The following services were funded through categorical funds to enable underperforming students to meet the standards.
*Tutoring
*Staff Collaboration (Virtually and In-Person)
*Professional Development and conferences (Virtually)
*Parent Conferences (CABE- Virtually)
*Enrichment Field Trips
*Substitutes for CST/SST/IEP meetings
*Intervention Support Provider (ISP)
*Babysitting for EL parents
*Verbal Translation for any meeting with EL parents
*Overtime for Counselor, ORC and Clerical staff for EL parent support

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents are partners in their children's education. The SPSA was reviewed with parents during our SSC, Title I and ELAC meetings. Each group is given the opportunity to review the SPSA and to make suggestions for improvement of student achievement. Parent groups submit recommendations for actions to be included in the SPSA for School Site Council. The School Site Council members review and revise the SPSA during May and June. ELAC members review and give recommendations during the May meeting. All parent committees (SSC, ELAC, PTA) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. The Leadership Team and staff members review and revise the SPSA during May through June. All stake-holders are highly encouraged to provide feedback on strategies to improve student success. SPSA goals and strategies are the driving force for discussion at monthly parent meetings and staff

collaboration. Therefore, updates on SPSA goals are calendared through out the year for all stake-holders.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to the pandemic during the 2021-22 school year, we had previously allocated funds for substitutes to provide for observations and data meetings. Due to the shortage of substitutes on scheduled dates, we were unable to perform this activity. Another inequity due to the pandemic limited some of the expenditures that were allocated were not able to be implemented (field trips, extra-curricular activities, on-site enrichment activities, and some interventions).

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%	0%	%	0	0	
African American	0.66%	1.2%	%	4	7	
Asian	0%	0%	%	0	0	
Filipino	0.66%	1.2%	%	4	7	
Hispanic/Latino	92.56%	90.7%	%	560	517	
Pacific Islander	0.17%	0.2%	%	1	1	
White	4.96%	4.9%	%	30	28	
Multiple/No Response	0.99%	1.8%	%	6	10	
			Total Enrollment	605	570	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	116	104	
Grade 1	93	98	
Grade 2	88	93	
Grade3	106	83	
Grade 4	98	99	
Grade 5	104	93	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	605	570	

Conclusions based on this data:

Based on the Enrollment by Student, we have a had a slight increase in the percent of African-American students and a slight decrease in the percent of Hispanic/Latino students. We are beginning to implement a Culturally Responsive teaching approach with our students that focuses on an asset based model. We plan on incorporating

activities to honor our diverse cultural backgrounds. We will continue to look at our data from all subgroups to ensure the needs of our subgroups are being met with equitable practices.

In looking at the Enrollment by Grade Level, a contributing factor to our declining enrollment is the continuing pandemic and some families not feeling safe having their children return to in-person learning. Sierra Linda served as an over-enrollment school for all students, thus some grade levels had more enrollment in some years versus others. In addition, many students return to their home schools during the year, when space becomes available at that site. The high cost of living in our county/community also affected our enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	386	323	270	58.4%	53.4%	47.4%
Fluent English Proficient (FEP)	40	42	53	6.1%	6.9%	9.3%
Reclassified Fluent English Proficient (RFEP)	33	43	47	7.9%	11.1%	14.6%

Conclusions based on this data:

Sierra Linda's overall English Learners population has decreased due to high cost of living in our area. However, we have increased in the number of students that have met reclassification criteria. Based on test scores, we believe that EL students need extra support to better access the curriculum. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction during our normal school year. English Learners are clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum and supplemental materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter. Teachers are purposeful in providing scaffolds during integrated ELD instruction. Thus, providing EL students support throughout every content area.

School and Student Performance Data

Star Early Literacy

Sierra Linda Elementary											
		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
Grade K	84	23	27%	8	10%	9	11%	44	52%	3	770
Grade 1	75	23	31%	9	12%	6	8%	37	49%	4	830
Grade 2	11	11	100%	0	0%	0	0%	0	0%	1	729

Conclusions based on this data:

At Sierra Linda, 33% of Kinder students and 34% of 1st Grade students scored At or Above Benchmark on the Star Early Literacy. We have a group of students in each grade level at the On Watch level. We will be focusing some of our interventions on these students to help them move into the At/Above Benchmark level. Discussions continue to happen on how to best support all students during PLC meetings. In 2nd grade, all students are given the Star Reading assessment, but students who score below a certian threshold are given the Star Early Literacy. We had 27 students in 2nd grade who took the Early Literacy assessment. A large percentage of those students scored at the Intervention level.

School and Student Performance Data

Star Reading

Sierra Linda Elementary											
		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 2	86	46	53%	19	22%	10	12%	11	13%	1	869
Grade 3	80	28	35%	25	31%	15	19%	12	15%	2	956
Grade 4	72	41	57%	13	18%	14	19%	4	6%	1	961
Grade 5	79	41	52%	17	22%	16	20%	5	6%	1	980

Conclusions based on this data:

In reviewing the data presented, our 39% of our 2nd Grade students and 40% of our 4th Grade students have reached the At/Above level on the STAR360 Reading assessment. In 3rd grade only 28% reached the At/Above Level and 5th Grade only 32% reached the At/Above Level on the STAR360 Reading. We will continue to place our resources into providing the reading support and providing opportunities needed for students to reach the proficient level. Our goal is to move all students over at least one level, therefore resulting in having our school meet the district benchmark on the STAR 360 Reading.

School and Student Performance Data

Star Math

Sierra Linda Elementary											
		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 1	70	22	31%	31	44%	13	19%	4	6%	2	829
Grade 2	93	49	53%	20	22%	17	18%	7	8%	1	884
Grade 3	82	34	41%	21	26%	15	18%	12	15%	2	955
Grade 4	73	38	52%	27	37%	6	8%	2	3%	1	963
Grade 5	52	34	65%	12	23%	4	8%	2	4%	1	979

Conclusions based on this data:

The data above for Sierra Linda shows that 52% of 1st Grade students met the At/Above Benchmark Level on the STAR360 Math assessment. Our lowest performing grades are 3rd grade with 30% At/Above Benchmark Level and 5th Grade with 29% At/Above Benchmark Level. We will allocate the necessary resources across all grade levels for additional math support and improve student achievement. Our goal is to move all students over at least one proficiency level and meet the district benchmarks in students scoring At/Above Benchmark Level.

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 3	117	106		117	106		117	106		100	100	
Grade 4	113	104		110	104		110	104		97.3	100	
Grade 5	95	106		94	105		94	105		98.9	99.1	
All Grades	325	316		321	315		321	315		98.8	99.7	

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	2358.	2376.		2.56	9.43		10.26	16.04		32.48	26.42		54.70	48.11	
Grade 4	2407.	2422.		8.18	12.50		15.45	21.15		23.64	19.23		52.73	47.12	
Grade 5	2428.	2452.		3.19	8.57		20.21	18.10		19.15	26.67		57.45	46.67	
All Grades	N/A	N/A	N/A	4.67	10.16		14.95	18.41		25.55	24.13		54.83	47.30	

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

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	5.98	13.21		39.32	43.40		54.70	43.40	
Grade 4	11.82	11.54		41.82	48.08		46.36	40.38	
Grade 5	4.26	14.29		50.00	43.81		45.74	41.90	
All Grades	7.48	13.02		43.30	45.08		49.22	41.90	

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 3	1.71	1.89		35.90	46.23		62.39	51.89	
Grade 4	9.09	6.73		37.27	48.08		53.64	45.19	
Grade 5	7.45	8.57		37.23	45.71		55.32	45.71	
All Grades	5.92	5.71		36.76	46.67		57.32	47.62	

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	6.84	7.55		58.97	63.21		34.19	29.25	
Grade 4	5.45	7.69		70.91	68.27		23.64	24.04	
Grade 5	3.19	7.62		51.06	54.29		45.74	38.10	
All Grades	5.30	7.62		60.75	61.90		33.96	30.48	

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	4.27	11.32		50.43	48.11		45.30	40.57	
Grade 4	7.27	10.58		50.00	49.04		42.73	40.38	
Grade 5	8.51	14.29		43.62	44.76		47.87	40.95	
All Grades	6.54	12.06		48.29	47.30		45.17	40.63	

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:

We compared several years of data. We have identified specific areas of strength/weakness per grade level. The percentage of students in the "at/above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 17.8% in Language Arts. Our current 5th grade decreased DFM by 17.5% in Language Arts. In three of the four domains of Reading, Listening and Research & Inquiry, all grades for the 2018-19 academic year the percentage increased in the "above" standard area. Although we are extremely proud of the gains made by our students, it is also evident that 51% of our students demonstrated no movement in ELA . The domain of Writing has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, the staff is committed to collaborate on best instructional practices to increase student engagement and address academic needs. We will dedicate PLC/Collaboration meeting time to discuss best instructional practices, primarily in Writing, Language Arts and Math. Grade level teams will dedicate up to an additional two hours a month to continue reviewing student progress and daily instruction. There will be some common topics and some grade level specific topics discussed during collaboration time. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions can also be supported by small group instruction provided by Intervention Support Providers (ISP).

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 3	117	106		117	106		117	106		100	100	
Grade 4	113	104		110	103		110	103		97.3	99	
Grade 5	95	106		94	105		94	105		98.9	99.1	
All Grades	325	316		321	314		321	314		98.8	99.4	

* 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	2369.	2378.		4.27	3.77		11.11	19.81		28.21	25.47		56.41	50.94	
Grade 4	2396.	2413.		0.91	2.91		6.36	14.56		34.55	33.98		58.18	48.54	
Grade 5	2400.	2420.		0.00	1.90		4.26	5.71		11.70	22.86		84.04	69.52	
All Grades	N/A	N/A	N/A	1.87	2.87		7.48	13.38		25.55	27.39		65.11	56.37	

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	11.11	10.38		22.22	35.85		66.67	53.77	
Grade 4	1.82	7.77		17.27	27.18		80.91	65.05	
Grade 5	2.13	2.86		8.51	16.19		89.36	80.95	
All Grades	5.30	7.01		16.51	26.43		78.19	66.56	

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	4.27	6.60		39.32	43.40		56.41	50.00	
Grade 4	2.73	1.94		33.64	38.83		63.64	59.22	
Grade 5	1.06	2.86		23.40	28.57		75.53	68.57	
All Grades	2.80	3.82		32.71	36.94		64.49	59.24	

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	5.98	9.43		41.88	44.34		52.14	46.23	
Grade 4	3.64	6.80		37.27	44.66		59.09	48.54	
Grade 5	2.13	1.90		23.40	41.90		74.47	56.19	
All Grades	4.05	6.05		34.89	43.63		61.06	50.32	

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:

As we compare several years of data, we have identified specific areas of strengths/weaknesses per grade level. The percentage of students in grades 3 and 4 in the "Above Standard" score almost doubled between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 10.4% in Math. Our current 5th grade decreased DFM by 18.2% in Math. In all three of the domains of Concepts and Procedures, Problem Solving and Reasoning, all grades decreased the percentage of students below standard. Although we are extremely proud of the gains made by our students, it is also evident that 65% of our students demonstrated no movement in Math. In order to address the areas of greatest concerns, students not making any overall growth, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and Writing across content areas. Therefore, we are committed to using math journals and Math talks within our daily instructional practices. We will focus on best instructional practices during PLC/Collaboration time. Grade level teams have the opportunity to work together up to an additional two hours a month to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by site instructional leadership team.

The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. In addition, staff has begun working with the district Math Manager and using resources from Jo Boaler to discuss best instructional practices in Math. In the area of mathematics, growth mindset concepts will be implemented into the daily routine. The teachers that went to the summer math training on growth mindset are leading discussions within their grade levels. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day,

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
K	1419.1	1414.3	1388.5	1432.4	1428.2	1407.4	1387.9	1381.7	1344.6	90	75	53
1	1472.3	1454.7	1425.9	1467.4	1463.2	1441.9	1476.7	1445.7	1409.5	80	68	32
2	1486.7	1508.3	1468.3	1477.4	1504.8	1473.6	1495.3	1511.4	1462.7	71	77	43
3	1484.0	1471.3	1477.2	1469.6	1460.7	1479.9	1498.0	1481.5	1474.0	72	38	57
4	1485.7	1511.8	1497.5	1476.6	1497.4	1496.9	1494.2	1525.6	1497.5	44	55	47
5	1498.9	1446.7	1498.2	1482.6	1444.1	1488.4	1514.9	1448.9	1507.5	29	31	29
All Grades										386	344	261

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	23.33	6.67	0.00	31.11	40.00	26.42	31.11	38.67	39.62	14.44	14.67	33.96	90	75	53
1	61.25	14.71	3.13	16.25	30.88	31.25	*	42.65	28.13	*	11.76	37.50	80	68	32
2	52.11	29.87	6.98	28.17	44.16	41.86	*	22.08	39.53	*	3.90	11.63	71	77	43
3	*	7.89	3.51	41.67	36.84	36.84	26.39	34.21	33.33	23.61	21.05	26.32	72	38	57
4	*	16.36	10.64	50.00	45.45	34.04	*	32.73	44.68	*	5.45	10.64	44	55	47
5	*	12.90	3.45	51.72	48.39	41.38	*	16.13	31.03	*	22.58	24.14	29	31	29
All Grades	31.09	15.70	4.60	33.16	40.41	34.87	20.21	32.27	36.78	15.54	11.63	23.75	386	344	261

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	36.67	13.33	3.77	31.11	38.67	35.85	17.78	30.67	28.30	14.44	17.33	32.08	90	75	53
1	57.50	22.06	12.50	22.50	32.35	34.38	*	35.29	25.00	*	10.29	28.13	80	68	32
2	53.52	42.86	23.26	32.39	35.06	39.53	*	18.18	27.91	*	3.90	9.30	71	77	43
3	16.67	18.42	24.56	37.50	34.21	35.09	25.00	15.79	22.81	20.83	31.58	17.54	72	38	57
4	*	25.45	25.53	47.73	50.91	42.55	*	12.73	25.53	*	10.91	6.38	44	55	47
5	*	32.26	20.69	41.38	41.94	51.72	*	3.23	6.90	*	22.58	20.69	29	31	29
All Grades	37.82	25.87	18.39	33.42	38.37	39.08	15.28	21.80	23.75	13.47	13.95	18.77	386	344	261

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	17.78	2.67	1.89	*	25.33	9.43	48.89	50.67	33.96	22.22	21.33	54.72	90	75	53
1	46.25	7.35	3.13	28.75	29.41	25.00	*	42.65	18.75	*	20.59	53.13	80	68	32
2	39.44	20.78	2.33	35.21	49.35	37.21	15.49	18.18	34.88	*	11.69	25.58	71	77	43
3	*	2.63	1.75	25.00	26.32	10.53	38.89	47.37	52.63	30.56	23.68	35.09	72	38	57
4		9.09	2.13	40.91	43.64	19.15	25.00	36.36	46.81	34.09	10.91	31.91	44	55	47
5	*	6.45	3.45	41.38	12.90	6.90	*	54.84	58.62	*	25.81	31.03	29	31	29
All Grades	23.06	9.01	2.30	27.46	33.43	17.62	28.76	39.53	41.38	20.73	18.02	38.70	386	344	261

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	45.56	12.00	5.66	42.22	72.00	79.25	12.22	16.00	15.09	90	75	53
1	66.25	44.12	12.50	27.50	51.47	75.00	*	4.41	12.50	80	68	32
2	52.11	49.35	32.56	40.85	46.75	62.79	*	3.90	4.65	71	77	43
3	26.39	7.89	26.32	62.50	52.63	49.12	*	39.47	24.56	72	38	57
4	*	21.82	23.40	65.91	65.45	61.70	*	12.73	14.89	44	55	47
5	*	9.68	10.34	58.62	67.74	68.97	*	22.58	20.69	29	31	29
All Grades	43.26	27.62	19.16	46.63	58.72	65.13	10.10	13.66	15.71	386	344	261

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	38.89	21.33	3.85	45.56	60.00	59.62	15.56	18.67	36.54	90	75	52
1	48.75	14.71	12.50	40.00	70.59	53.13	*	14.71	34.38	80	68	32
2	59.15	35.06	13.95	33.80	58.44	69.77	*	6.49	16.28	71	77	43
3	20.83	34.21	36.84	54.17	42.11	47.37	25.00	23.68	15.79	72	38	57
4	38.64	41.82	36.96	38.64	49.09	56.52	*	9.09	6.52	44	55	46
5	37.93	67.74	46.43	44.83	6.45	35.71	*	25.81	17.86	29	31	28
All Grades	41.19	31.98	24.42	43.01	53.20	54.65	15.80	14.83	20.93	386	344	258

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	*	1.33	0.00	73.33	78.67	65.38	16.67	20.00	34.62	90	75	52
1	53.75	19.12	9.38	35.00	55.88	34.38	*	25.00	56.25	80	68	32
2	52.11	16.88	11.90	35.21	70.13	64.29	*	12.99	23.81	71	77	42
3	*	0.00	1.75	61.11	71.05	49.12	37.50	28.95	49.12	72	38	57
4	*	5.45	6.38	52.27	76.36	57.45	45.45	18.18	36.17	44	55	47
5	*	19.35	6.90	44.83	54.84	62.07	*	25.81	31.03	29	31	29
All Grades	25.13	10.47	5.41	51.55	68.90	55.98	23.32	20.64	38.61	386	344	259

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	37.78	24.00	9.62	40.00	44.00	23.08	22.22	32.00	67.31	90	75	52
1	37.50	5.88	0.00	51.25	76.47	50.00	*	17.65	50.00	80	68	32
2	35.21	22.08	4.65	57.75	68.83	69.77	*	9.09	25.58	71	77	43
3	20.83	10.53	5.26	63.89	78.95	68.42	15.28	10.53	26.32	72	38	57
4	*	20.00	2.13	56.82	70.91	76.60	*	9.09	21.28	44	55	47
5	*	6.45	6.90	62.07	64.52	72.41	*	29.03	20.69	29	31	29
All Grades	31.87	16.28	5.00	53.63	65.99	59.23	14.51	17.73	35.77	386	344	260

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:

Based on the preliminary data from the 2021-2022 ELPAC Assessment, we have shown growth in the number of students scoring a ta level 3 and 4 Overall in 4 out of 5 grade levels. We also decreased the number of students scoring at a level 1 Overall in 3 out of 5 grade levels. Our Mean Scaled scores increased in 4 out of 5 grade levels. However, in reviewing the above baseline data, Writing continues to be one of our areas of greatest need. Our teachers have committed to writing across all content areas, focusing on Forms and Functions during Designated ELD and Integrated ELD will continue to be taught in all core subjects.

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 instruction
To provide opportunities for teachers to collaborate thus improving teaching and learning
To align all instruction and assessments to report card Outcomes

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	CAASPP was not given in 2020-2021. From the previous data reported: An average of 28.6% of our third through fifth graders Met or Exceeded standards on the ELA CAASPP. The 2018-19 baseline scores are: 25% of 3rd graders Met or Exceeded 34% of 4th graders Met or Exceeded 27% of 5th graders Met or Exceeded Distance From Met Baseline: • 49.2 points for 4th graders • 46.8 points for 5th graders	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 5% of students will move from Nearly Met to Met or Exceeded on the SBAC in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data	CAASPP was not given in 2020-2021. From the previous data reported: An average of 16.6% of our third through fifth grade students Met or Exceeded standards on the Math CAASPP. The 2018-19 baseline scores are: 24% of 3rd graders Met or Exceeded 18% of 4th graders Met or Exceeded 8% of 5th graders Met or Exceeded Distance From Met Baseline: • 69.8 points for 4th graders • 107.5 points for 5th graders	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 5% of students will move from Nearly Met to Met or Exceeded on the SBAC in Math.
Star Reading (Fall 2020)	Percentage of students that were at or above Benchmark using the State Benchmark: 2nd--39% 3rd--28% 4th--40% 5th--32%	Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%. Increase student growth percentage (SGP) to 50 points or more in each grade level.
Star Early Literacy (Fall 2020)	Percentage of students that were at or above Benchmark: K--33% 1st-- 34%	Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math (Fall 2020)	Percentage of students that were at or above Benchmark using the State Benchmark: 1st--52% 2nd--39% 3rd--30% 4th-- 37% 5th--29%	Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%.
English Learners Reclassification Rate (3rd-5th grade)	The ELPAC was not taken in 2020 due to school closures and the 2021 data is not available yet. 42% of our English Learners in 3rd-5th grade were reclassified in 2019-2020.	The percent of English Learner students who are reclassified will be at least 25%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Teachers and administrator will support delivery of best first instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating; discussing and analyzing data; using best first instruction practices and lesson delivery; and implementing on-line practice of SBAC sample questions. Teachers will administer on-line Interim Assessment Blocks (IABs) at least three times a year for third through fifth grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I 1000-1999: Certificated Personnel Salaries Grade level teachers collaboration/ --extra hours plus benefits

1158.00	Title I 3000-3999: Employee Benefits Certificated benefits
7500.00	LCFF 1000-1999: Certificated Personnel Salaries Grade level teachers collaboration/ --extra hours plus benefits
1729.00	LCFF 3000-3999: Employee Benefits Certificated benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Implementation of systematic instruction of CCSS ELA, Math and ELD using district adopted curriculum materials and supplemental supplies that support mastery of standards/skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Priority given to English Learners, Migrant, Socio-economic disadvantaged, Homeless, Foster and African-American students.

Strategy/Activity

3. Tutoring opportunities focused on skills measured on IAB's, previous CAASPP data, ELPAC/ELD and Star assessments. Data will be used to monitor EL students' progress towards mastery of ELA, Math and ELD standards and interventions/enrichment opportunities during integrated and designated ELD time. These opportunities will decrease the number of LTEL's and increase the number of Reclassified students and improve academic support and achievement of Foster and Homeless 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)
5000.00	Title I 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
1153.00	Title I 3000-3999: Employee Benefits certicated benefits
5000.00	Title III 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring for EL's
1153.00	Title III 3000-3999: Employee Benefits certicated benefits
5000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
1153.00	LCFF - Intervention 3000-3999: Employee Benefits certificated extra time for tutoring
500.00	Title III 4000-4999: Books And Supplies Materials and Supplies for ELD Tutoring.

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- focus on English Learners, Migrant, Socio-economic disadvantaged, Homeless, Foster and African-American students.

Strategy/Activity

4. Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who are at risk of not meeting grade level standards/skills and identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost- 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

5. The Star Reading, Star Math and Star Early Literacy assessment will be administered five times a year. This data will be used to discuss mastery of skills, plan instruction and create intervention groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Teacher collaboration and professional development with district Math Manager to review best practices in math instruction Two hours with whole staff and two hours per grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Implementation of systematic instruction on writing process (K-5th grade) based on writing standards. Grade levels will use the Wonders rubrics for writing and ensure students understand rubrics. Each grade level will expose students to writing standards for their grade level and the three required writing genres throughout the year. Writing will be embedded into all curricular areas including Math, ELA, Social Studies, and Science. Grade levels will discuss and calibrate student writing using the Wonders rubrics at grade level collaboration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additonal cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. The school will ensure the full implementation of the State approved Language Arts curriculum. The administrator will visit classrooms during formal and informal class visits and also monitor language arts instruction through the formal evaluation process. The Educational Services Department will provide district based support on the curriculum and Common Core State Standards for language arts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal 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.

Underperforming students in all subgroups: Special Education, English Learners, Migrant, SED, Foster, Homeless and African American.

Strategy/Activity

9. Student data will be shared with students and parents thus creating goals that will be monitored throughout the year. These goals will be discussed during parent/teacher conferences, IEPs, 504s, SSTs and IEPS. Substitutes will be made available in order to accommodate parents' schedules. Copies of IEP's and other notices will be mailed home to parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	Title III 2000-2999: Classified Personnel Salaries Verbal Translation
544.00	Title III 3000-3999: Employee Benefits Verbal Translation

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Teachers will use engagement strategies and Depth of Knowledge (DOK) to enrich daily instruction. Time during grade level collaboration will be allocated for discussion of engagement and DOK.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1, Activity 3

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. All students will access reading materials at their level through classroom libraries, school library, Accelerated Reader and MyOn programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library Technician
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Accelerated Reader and myON)
500.00	Title I 4000-4999: Books And Supplies purchase reading books for AR program
3000.00	LCFF 4000-4999: Books And Supplies purchase reading books for AR program

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to books, furniture, computer/iPad supplies, copies, and any dues or memberships).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

2051.00	Title I 4000-4999: Books And Supplies Materials and Supplies
2606.00	Title III 4000-4999: Books And Supplies Materials and Supplies
21440.00	LCFF 4000-4999: Books And Supplies Materials and Supplies
1000.00	LCFF 5000-5999: Services And Other Operating Expenditures Dues and Memberships

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Staff will have use of the laminator, Duplo copy machines and Xerox copy machines in order to enrich instruction and provide students access to CCSS in all subjects. A service agreement to shred extra copies of student documents to protect student privacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	LCFF 5000-5999: Services And Other Operating Expenditures Rentals, Leases, and Repairs
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

14. All teachers will team for designated ELD during the day to provide designated ELD instruction to English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title III 4000-4999: Books And Supplies Materials and supplies to supplement ELD program.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. Daily implementation of interventions in ELA, Math and ELD that is targeted to all groups to reinforce language arts and math standards-based instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies curriculum

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- focus on instructional support

Strategy/Activity

16. Order subscriptions and applications for use with technology in all curricular programs and support student use of Canvas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF 4000-4999: Books And Supplies Computer supplies and software
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Canvas Subscription

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Provide appropriate operating costs for publications and warehouse charges to support the instructional (including ELD) and strand focus programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	LCFF 4000-4999: Books And Supplies Warehouse Charges

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18. Provide (virtual and in-person) field trips and enrichment opportunities to support language arts, science, social studies and Strand Focus (Health and Arts).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Title I 5000-5999: Services And Other Operating Expenditures Admissions
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures Admissions
2000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Transportation
2000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Integrate the Wonders/Maravillas adopted ELA program into the Strand Focus of Health and Art. Teachers will use collaboration time to align curriculum to art and ealth. Provide opportunities for writing, listening, speaking and reading within art and health lessons..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Collaboration time for school wide leadership team to discuss professional development needs, SPSA, school budget, and assessment data. School leadership team (teachers and administrator) will ensure that there are clear expectations for collaboration time and will provide feedback to support instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 1000-1999: Certificated Personnel Salaries Administrator -Extra Support- Substitute
231.00	LCFF 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

21. Implement Next Generation Science Standards by attending district-wide training for all grade levels usage of new Science adoption (Twig).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Science Instructional Specialist salary
	District Funded 4000-4999: Books And Supplies Science curriculum

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

22. Purchase materials to support Strand Focus of Health and Art and STEAM Lab materials for students to practice hands on activities for all grade levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000.00	LCFF 4000-4999: Books And Supplies Materials and Supplies for STEAM Lab and Strand Focus by Grade Level

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

23. Provide art enrichment opportunities for students through contract providers to supplement instruction (such as but not limited to: Artist in the Classroom, Art Trek and Focus on the Masters) to support Strand Focus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14000.00	LCFF 5000-5999: Services And Other Operating Expenditures Contracts for services

Strategy/Activity 24

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

24. Create a common Designated ELD schedule by grade level to ensure students are grouped and taught at their ELD level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 25

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

25. Teachers will implement district adopted ELD curriculum. Teachers will receiving training once a year on district's Master Plan for EL students and reclassification criteria. Teachers will collaborate to discuss and review ELPAC data, that will be used to group students for Designated ELD time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 26

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

26. Lexia/Core5, myOn, and Accelerated Reader will be used on a daily basis for 20 minutes to facilitate the acquisition of English Language Arts for all students. The program adjusts skill level based on students' success and need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for programs
1000.00	LCFF 4000-4999: Books And Supplies Incentives for Reading

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Program adjust activities based on student skill level thus targeting needs of English Learners, Migrant, Special Education, African-American and GATE students.

Strategy/Activity

27. ST Math will be used on a daily basis for suggested number of minutes to facilitate the acquisition of math skills for all students. The program adjusts skill level based on students' success and need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for programs
1000.00	LCFF 4000-4999: Books And Supplies Incentives for Math

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in Grades 3rd through 5th

Strategy/Activity

28. Student incentives for improvement in the classroom and district ELA and Math Summative Assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Activity 27

Strategy/Activity 29

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Priority given to English Learners, Migrant, Socio-economic disadvantaged, homeless and African-American students.

Strategy/Activity

29. After School Program will provide support and Enrichment opportunities in Language Arts, Math, Art and sports to all students that participate in ASP. Students are chosen based on English Learner status and having academic needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

Strategy/Activity 30

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

30. After-School Liaison will collaborate with After-School Program Manager and staff to monitor students' academic growth. ASP Liaison will conduct trainings on CHAMPS, Math and Language Arts as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES 1000-1999: Certificated Personnel Salaries District Funded--Certificated Salary: Teacher Liaison

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

31. Provide on-going professional development in Language Arts, Math, Strand Focus, and technology for administrator, teachers, and staff through staff meetings, after school training, and at conferences. (PBIS, CUE, Every Child Matters-SPEd, CABE, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500.00	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference
6000.00	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

33. Students will have opportunities to use technology for intervention, enrichment, and access to the core curriculum after-school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	LCFF 4000-4999: Books And Supplies STEAM Club materials and supplies

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

34. Librarian to collaborate with classroom teachers in order to provide books at various reading levels and interests, thus increasing students English Language skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified salary for Library/MediaTechnician (LMT)
500.00	LCFF 2000-2999: Classified Personnel Salaries LMT Extra hours
181.00	LCFF 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

35. Trimester student incentives for reaching AR goals and achieving at/above grade level in ELA and Math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	LCFF 4000-4999: Books And Supplies Accelerated Reader Incentives

Strategy/Activity 35

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

36. Incentives for students for improving one proficiency level in ELPAC and reclassifying.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title III 4000-4999: Books And Supplies Incentives for English Learners and Reclassification Celebration

Strategy/Activity 36

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on Special Education

Strategy/Activity

37. Staff will coordinate Special Education transition meetings for incoming Kindergarten students and for 5th graders transitioning to middle school. Case managers will set up transition meetings with the receiving Middle School of our Special Education students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

38.Classroom Teachers, Literacy Intervention Teacher (LIT), and Intervention Support Provider (ISP) will continue implementing the RtI/MTSS model through the CST and SST process in order to provide small group interventions during the school day to students below grade level in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24000.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP
5532.00	Title I 3000-3999: Employee Benefits Certificated Benefits for ISP
	District Funded 1000-1999: Certificated Personnel Salaries District Funded- LIT Teacher
	District Funded 3000-3999: Employee Benefits District Funded- LIT Teacher

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.

Based on measurable outcomes the overall implementation of our agreed strategies was successful. All grade levels increased in Math and ELA achievement based on Star reports from Fall 2020 to Fall 2021. Most grade levels met their goal and others made progress towards goals in both Star Reading and Math assessments. Overall, our activities and strategies were effective, especially in the area of ELA. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated to purchase apps to support our academic goals; however, many of the apps were underutilized. As a result, data regarding the effectiveness of the use of these apps was invalid. In addition, the investment did not produce the academic boost in achievement that was intended. Thus, we decided to eliminate some apps and reduce licenses in others. Money was allocated to provide after school tutoring services but not all teachers had the desire or ability to spend additional time on campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a school, we are focusing on First Instruction and targeted Tier 1 Interventions in class. We will continue to provide time for PLC's and hiring an Intervention Service Provider to support students in small group instruction. We have developed criteria for choosing apps to support student learning by grade level. We cut apps that were underutilized or inappropriate for specific grade levels (ie. BrainPop, IXL). We prioritized preferred apps by grade level, compared them to school-wide needs, and will purchase accordingly. Additionally, we analyzed the data connected to academic progress provided by the ISP during Universal Access time. This guided our decision to add one position that will be funded with site funds. We are also providing new opportunities for English Learner academic development, which include before/ after-school tutoring and enrichment in the writing domain. We are also providing professional development in language acquisition strategies, writing, ELA, Math Mindset and NGSS.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Sierra Linda met our goal of attendance rate of 91%. Attendance was monitored for 48 specific students by Attendance Clerk, ORC, Teachers, School Counselor and Principal.	Maintain a monthly average attendance rate of 93% or higher in each grade level, an increase of 2% overall.
Suspension/Expulsion Data	>1% of our student population was suspended for 2021-2022 school year. No students were expelled.	Reduce suspension rate by 50% by providing students appropriate support to be successful at school. Maintain a 0% expulsion rate
Panorama Survey	Fall of 2021-22 The survey provided us with baseline data in the areas of student SEL competencies and learning supports/environments.	Increase the number of students who felt connected, engaged in meaningful participation, felt safe, growth mindset, and emotional regulation by 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The favorable ratings by SEL topic were: Teacher-Student Relationships- 74% Sense of Belonging- 63% Self-Management and Social Awareness- 65% Growth Mindset- 61% Emotional Regulation- 50%.	
Office Referrals	Based on the data from 2021-2022, we had 233 office referrals. During 2018-2019, there were over 400 office referrals. The following are the top two reasons: 36% of those referrals were in regard to students being physically aggressive towards others students and staff 40% of the referrals were in regard to students not complying with directions or being defiant.	Through a consistent implementation of PBIS procedures and CHAMPS, we will reduce physical aggressions by 50% and teach students to comply with adults' directions when feeling upset.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Staff will be fully trained in CHAMPS and implement the program for Positive Behavior Interventions and Support (PBIS). Parents will be invited to attend classes with Counselor and ORC to provide professional development on school-wide PBIS Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Help
231.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor Benefits
500.00	LCFF 2000-2999: Classified Personnel Salaries ORC Extra Hours
181.00	LCFF 3000-3999: Employee Benefits ORC Benefits
1000.00	LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Hours for supervision, CHAMPS Training, PBIS Training
363.00	LCFF 3000-3999: Employee Benefits Campus Supervisors Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. All staff, specifically teachers, administrator, ORC and school counselor, will work together to deliver positive behavior lessons as part of our PBIS program to families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
1000.00	Title III 2000-2999: Classified Personnel Salaries

	ORC Overtime
500.00	LCFF 2000-2999: Classified Personnel Salaries ORC Overtime
362.00	Title III 3000-3999: Employee Benefits ORC Benefits
181.00	LCFF 3000-3999: Employee Benefits ORC Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. CHAMPS teams will conduct professional development for all staff on MTSS model to improve school safety during staff 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 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Students will earn incentives for perfect and improved 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)

1000.00	LCFF 4000-4999: Books And Supplies Incentives for attendance

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Students will earn character cards focused on CHAMPS school-wide expectations for behavior. They will be able to turn in character cards for prizes from the EAGLE store, at least once a month. Teachers will be able to give character cards to students and refer students to ORC and Counselor for incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 4000-4999: Books And Supplies Incentives for EAGLE store

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Conduct monthly Mini-SARB's (parent meetings) based on attendance data in Q.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Make attendance a topic at ELAC, Coffee with the Principal, Student Assemblies, Parent Workshops during evening 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)
1000.00	Title III 2000-2999: Classified Personnel Salaries ORC Extra Hours
363.00	Title III 3000-3999: Employee Benefits Benefits for Extra Hours
1000.00	LCFF 2000-2999: Classified Personnel Salaries ORC Extra Hours
363.00	LCFF 3000-3999: Employee Benefits Benefits for Extra Hours
500.00	Title III 2000-2999: Classified Personnel Salaries Extra Hours and Overtime for set-up and clean-up of parent meetings/trainings.
181.00	Title III 3000-3999: Employee Benefits Custodial Benefits for Extra Hours and Overtime for set-up and clean-up of parent meetings/trainings.

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Extra hours for Campus Supervisors to maintain campus safety. Bi-Monthly Professional Development for Campus Supervisors on CHAMPS and positive behavior supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6500.00	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay
2356.00	LCFF 3000-3999: Employee Benefits classified benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Safety Team will revise and fully implement Comprehensive Safe School Plan. Staff will receive professional development for first aid and safety. Students and staff will participate in:

- Monthly fire drills
- Lockdown drills; Priority 1 & 2
- Earthquake drills
- Annual evacuation drill

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Provide on-site counseling and support services for students through school counselor and/or outside agencies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Provide structured activities and board games during recess to support students in making positive and healthy choices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	PTA/PTO 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students that are having a difficult time with socio-emotional skills in each of the sub-groups.

Strategy/Activity

13.Staff will use procedures and protocols for CST and SSTs following the MTSS pyramid for behavior and social-emotional issues. We will fully implement CHAMPS procedures and protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 4000-4999: Books And Supplies Socio-Emotional Support materials and supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. CHAMPS team collaboration to address school's culture and climate needs, create a service plan and steps for improvement. CHAMPS team will monitor student discipline data throughout the year. Frequent student referrals may warrant counselor intervention and/or parent and teacher support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. Collaboration between After School Program staff, ASP Liaison, school principal and OSD ASP Coordinator to provide professional development for ASP staff on best practices to assist students with academic and socio-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in Grades 4th-5th

Strategy/Activity

16. Counselor and ORC will organize and lead a Student Leadership Team to ensure student participation in building a positive school culture and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF 4000-4999: Books And Supplies Material and supplies
	PTA/PTO 4000-4999: Books And Supplies Materials and Supplies (t-shirts)

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.

5th Grade students

Strategy/Activity

17. All students to complete Panorama Survey. This data used by CHAMPS team to create supportive procedures and protocols for a safe school environment for all.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for services

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18.Posters will be made of CHAMPS procedures and Guidelines for Success for all classrooms and common areas. In addition, copies of Sierra Linda's parent/student handbook will be made for every student ensuring that positive and safe school expectations will be shared with all students and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 5700-5799: Transfers Of Direct Costs Graphics- Printing of posters and signs

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Provide babysitting for EL families to attend evening meetings and professional development in primary language.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title III 2000-2999: Classified Personnel Salaries Classified salaries
363.00	Title III 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Clerical Extra Hours and Overtime to support non-English speaking families families with translation and navigating school system and communicating between parents and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	Title III 2000-2999: Classified Personnel Salaries Clerical extra help with schedule distribution, Back-to-School Night, etc.
544.00	Title III 3000-3999: Employee Benefits Benefits related to clerical overtime and extra hours.
1000.00	Title III 2000-2999: Classified Personnel Salaries Extra hours and Overtime for clerical staff to provide interpretation or translation services.
363.00	Title III

	3000-3999: Employee Benefits Benefits related to clerical overtime and extra hours.

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.

Sierra Linda works hard at providing a safe school environment. Based on previous year discipline referrals and Panorama Survey data, students need more activities during recess to help them make positive choices and enforce our PBIS plan. In addition, we are increasing our funding to provide more incentives for student attendance and positive behavior. The PBIS team met once a trimester. We set a monthly schedule of meetings to discuss professional collaboration and implementation of CHAMPS procedures and routines. We also need to provide incentives to acknowledge every child's increased attendance and not simply those with monthly perfect attendance. Academic incentives will be implemented to improve reading and participation in Accelerated Reader and Character Traits.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funds budgeted for attendance activities was sufficient to cover the planned activities. Our attendance rate was not positively impacted, we decreased our chronic absenteeism from 13.4% to 8:6 % due to the fact that the attendance activities were based on in-person and not Distance Learning incentives. We did not implement Eagle Dollars for character traits during the 2021-2022 school year. This activity will be implemented for the 2022-2023 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities will be revised and added to increase attendance awareness for students and parents. Attendance incentives will be purchased throughout the year for individual students and classes that meet attendance goals. To ensure our goal to increase our daily attendance, we will be implementing monitoring protocols on a monthly basis. In order to increase positive and safe school environment, the PBIS team will meet once a month. We will monitor student disciplinary actions and provide socio-emotional supports to students as needed. We will implement the use of EAGLE dollars to help provide incentives for students demonstrating positive character traits.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC attendance	An average of 11 parents attended monthly ELAC meetings.	Increase attendance to at least 20 parents per meeting
PTA membership	78 staff and parents were official members of PTA.	Increase membership by 25 parents/staff.
Coffee with the Principal attendance	An average of 10 parents attended monthly Coffee with the Principal meetings.	Increase attendance by 10 parents.
Parent Teacher Conference and Back to School nights attendance	80% of parents attended parent teacher conferences through zoom.	Increase attendance to over 90% per class

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Student data will be monitored through conferences and data chats between teachers, parents, students and administrator. Goals will be set to support students' social-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1 Activity 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Attendance will be a topic for at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 meetings and Special Education committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Academic Programs will be a topic of at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee. School Safety Plan will be a topic of at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. ORC to work with families to provide parent trainings for parents of at promise students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Inform parents of all functions and activities at Sierra Linda via weekly phone calls utilizing Black Board Connect in both Spanish and English. Consistent usage of Peachjar app, update school website, and making phone calls after normal office hours

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Blackboard connect, Peachjar, website
500.00	LCFF 2000-2999: Classified Personnel Salaries Classified Salary-O.T.
181.00	LCFF 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Review and revise Parent Involvement Policy and School Compact with input from parents at SSC, ELAC, PTA, Special Education and Title 1 meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF 2000-2999: Classified Personnel Salaries Clerical extra hours
181.00	LCFF 3000-3999: Employee Benefits Clerical benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Parent/Teacher conferences will be held to inform families of student progress and as necessary throughout the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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

8. Provide translation during parent/teacher conferences, SSTs, 504s and IEPs, as well as, during Back to school night, PTA and student awards ceremonies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries
181.00	LCFF 3000-3999: Employee Benefits Classified Benefits for Para-educators to support translation during conferences

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

9. Provide babysitting in order to allow parents to participate in committee meetings and trainings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title III 2000-2999: Classified Personnel Salaries Classified salaries for babysitting for ELAC meetings and Primary Language Parent Professional Development
363.00	Title III 3000-3999: Employee Benefits Classified benefits
500.00	LCFF 2000-2999: Classified Personnel Salaries Classified salaries for babysitting for meetings and parent professional development
181.00	LCFF 3000-3999: Employee Benefits Classified benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

10. ORC and Counselor will provide parent trainings and/or meet with working parents after hours to review school systems and connect families to resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Collaborate with outside agencies in order to provide wrap around services to students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Ensure effective communication between school staff and parents via Canvas, email, home visits or telephone.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

13. Monthly ELAC meetings, provide access to CABE for Parents and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title III 5000-5999: Services And Other Operating Expenditures CABE Conference

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. ORC will organize workshops for parents that will increase parent participation, (i.e. Triple P, Oxnard PD gang presentations, academic presentations by teachers, etc.), increase attendance (incentives), and increase student and parent connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. Collaborate with community partners in order to provide parent education classes and information on community services for Special Education, English Learners, healthy food choices, academic and socio-emotional resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education and English Learners

Strategy/Activity

16. IEP Meetings will be held as needed for annual and tri-annual reviews of special education students' progress throughout the year. Include translated materials and verbal translation for English Learners. Extra clerical time to support parents' communication with staff and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost, Activity 3 Goal 6
	District Funded 2000-2999: Classified Personnel Salaries District Translators and Interpreters salaries

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

17. Provide parent education classes on the following topics: Padres Promotores & Mother/Daughter Project

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. .Each of these parent committees (SSC, ELAC, PTA, Coffee with the Principal, Coffee with Counselor and ORC) will meet a minimum of six times throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF 4000-4999: Books And Supplies Parent refreshments and materials and supplies

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.

Overall, we increased parent participation at ELAC and PTA. In addition, parents of English Learners who are also Special Education have become more involved at monthly meetings. However, not many parents participated in the California Healthy Kids Survey. This is an area for improvement. Some of our parents followed Oxnard District's volunteer policy, thus participated in classroom activities and in field trips.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget allocated for parent involvement was sufficient.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sierra Linda will send home a monthly calendar of events. We will also be more consistent about updating our website. We will be posting flyers on Peach Jar and using Class Dojo for extra points of communication with parents.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$74,338.00
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	$192,369.00

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	$50,894.00
Title III	$22,842.00

Subtotal of additional federal funds included for this school: $73,736.00

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	$112,480.00
LCFF - Intervention	$6,153.00

Subtotal of state or local funds included for this school: $118,633.00

Total of federal, state, and/or local funds for this school: $192,369.00

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	50,894.00	0.00
Title III	22,842.00	0.00
LCFF	112,480.00	0.00
LCFF - Intervention	6,153.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	112,480.00
LCFF - Intervention	6,153.00
Title I	50,894.00
Title III	22,842.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	9,731.00
2000-2999: Classified Personnel Salaries	LCFF	12,000.00
3000-3999: Employee Benefits	LCFF	6,309.00
4000-4999: Books And Supplies	LCFF	53,440.00
5000-5999: Services And Other Operating Expenditures	LCFF	28,000.00
5700-5799: Transfers Of Direct Costs	LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	5,000.00
3000-3999: Employee Benefits	LCFF - Intervention	1,153.00

1000-1999: Certificated Personnel Salaries	Title I	34,000.00
3000-3999: Employee Benefits	Title I	7,843.00
4000-4999: Books And Supplies	Title I	2,551.00
5000-5999: Services And Other Operating Expenditures	Title I	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title III	5,000.00
2000-2999: Classified Personnel Salaries	Title III	8,500.00
3000-3999: Employee Benefits	Title III	4,236.00
4000-4999: Books And Supplies	Title III	4,106.00
5000-5999: Services And Other Operating Expenditures	Title III	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,931.00
Goal 2	28,351.00
Goal 3	7,087.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jorge Mares	Principal
Sheri Anderson (Secretary)	Classroom Teacher
Joy Hammel	Classroom Teacher
Teacher Vacancy	Classroom Teacher
Lisette Robles	Other School Staff
Rosana Valdez (Chairperson)	Parent or Community Member
Susana Vasquez	Parent or Community Member
Abel Vasquez	Parent or Community Member
Pearle Diaz	Parent or Community Member
Marcella Castillo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

Principal, Jorge Mares on 06/14/2022

SSC Chairperson, Rosana Valdez on 06/14/2022

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:

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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.

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Attested:

Principal, Jorge Mares on 06/14/2022

SSC Chairperson, Rosana Valdez on 06/14/2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **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
Juan Lagunas Soria School	56725380119412	June 8, 2022	August 24, 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.

The Vision of Juan Lagunas Soria School is to provide a happy, caring and stimulating environment through academics and the integration of Technology, Arts and Language (Te.A.L.) where children will believe in exceeding their potential. The Mission of Juan Lagunas Soria School is to educate and prepare confident students to become college and career ready in an ever changing global society.

As described within our Vision and Mission Statements, Juan Lagunas Soria School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Juan Lagunas Soria School is a welcoming, stimulating environment where students are actively involved in their education, emphasizing both academic and social/emotional learning. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2022-2023 school year, Juan Lagunas Soria School will emphasize accelerating learning and building rigor across all core content areas with an emphasis on Technology, Arts and Language, our school's Te.A.L. Strand Focus, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to build their literacy or biliteracy skills in order to reach their reading potential. Teachers will concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Teachers will also continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics. Our School Site Leadership Team meets regularly to guide grade-level teacher collaboration modeled after the cycle of inquiry in order to continue making improvements in the areas of curriculum, instruction, and assessment so that students may experience school success across all academic, social, emotional, and behavioral areas.

Juan Lagunas Soria School 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.

At Juan Lagunas Soria School, our over-arching academic goal is to raise achievement scores for all students and all significant student subgroups (English Learners, Hispanic, White, Students with Disabilities, and Socioeconomically Disadvantaged). 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 in both Sheltered English Instruction (SEI) and Dual Language Instruction (DLI) contexts;
3. Provide both Designated and Integrated 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, Promethean Boards, Hovercams, Canvas - Learning Management System) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services to address students academic achievement and/or social/emotional learning needs.

Utilizing a Multi-Tiered Systems of Support (MTSS) approach, student performance and progress are monitored by teachers while implementing standards-based Tier I-Level instruction for all students. Students not meeting academic grade-level expectations are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process. This process serves to inform changes needed at the Tier I instructional level or services and supports at the Tier II and/or Tier III levels provided by classroom teachers and/or other school personnel before, during, and/or after the instructional day. One example of a Tier II or III-level intervention is the Leveled Literacy Intervention (LLI) program facilitated by the the Literacy Intervention Teacher. Tier II to Tier III-Level Intervention services are typically provided in small group contexts and focus on students' needs in the areas of literacy, English Language Development (ELD), and/or mathematics. In order to address our students' social, emotional, and behavioral needs, the MTSS/CST/SST process is also used to identify students who are in need of receiving short-term individual and/or small group counselling services provided by our school counselor or long-term individual counselling services provided by county programs. In addition, our Attendance Tech and Outreach Coordinator provide support and incentives to students in need of improving daily attendance prior to referring students to the School Attendance Review Team (SART) or School Attendance Review Board (SARB). Students who qualify for Special Education receive Specialized Academic Instruction, Speech and Language support, and/or Counselling support services to meet their academic, language and

communication, and/or social/emotional goals identified within their Individualized Education Plans. Students are also given the opportunity, based on need and availability, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support.

Here at Juan Lagunas Soria, we take pride in fostering a school culture driven by a safe, positive, and professional learning environment. To ensure the safety of all students, school administration, campus supervisors, and other school personnel continuously monitor and supervise students throughout the instructional day. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. Our school dress code policy sets standards and expectations for appropriate school clothing so as not to interfere with student learning. The Positive Behavior Intervention and Support (PBIS) model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to promoting teacher/student relationships and managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Juan Lagunas Soria School hosts student assemblies to honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives. Teachers coordinate culminating activities, such as school performances, to demonstrate to parents, families, and other grade levels the knowledge and skills their students have mastered throughout the course of a unit or trimester. Students are also offered enrichment opportunities to excel in areas outside of academics, such as athletics, extracurricular clubs, and student leadership programs.

In order for students to achieve their fullest potential, we fully understand that parent and family engagement plays a critical role in ensuring students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) offer and encourage parents to become active participants in their children's schooling through a variety of engaging and meaningful educational experiences. The school's Parent and Family Engagement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. When possible, our Back to School Night, Parent Nights, Athletics program, and PTA-sponsored social events further support and foster parental engagement. Moreover, by offering a rigorous academic curriculum taught using data driven instructional practices, by maintaining high expectations for student success, by fostering a safe, positive learning environment, and by strengthening home-school partnerships to increase parent and family engagement, Juan Lagunas Soria School will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ongoing data from both formal and informal classroom observations conducted weekly in Kindergarten through 8th grades throughout the school year, along with collaboration with the school site Leadership Team and Community stakeholder committees (School Site Council, ELAC, PTA), assisted with the development of the goals, actions, and services highlighted throughout this School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systematic, purposeful, and evidence-based teacher collaboration using both formative and summative data to inform SEI/DLI instruction, identify priority curriculum standards, and develop targeted student intervention and supports; a more robust implementation of the Multi-Tiered Systems of Support Model utilizing a cycle of inquiry approach; an emphasis on academic writing across all core subject areas; a continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics; and integration of social emotional learning strategies and activities at the classroom and school levels to address and improve student wellness.

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)

Juan Lagunas Soria utilizes data from formative (Star 360 Early Literacy/Reading and Math in English, as well as Spanish for students enrolled in the Dual Language Immersion program, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, curriculum-embedded assessments, and Panorama) at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement and social/emotional learning outcomes for all significant student subgroups. For the 2022-23 school year, the school will add the ESGI progress monitoring tool in Kindergarten to enable teachers to regularly track student progress on attaining grade-level academic skills in literacy and math. Grade level teams meet regularly within a Professional Learning Community context to analyze formative assessment results in order to guide instruction and continue making progress towards meeting school-wide goals. Towards the end of the school year, mandated summative assessments (CAASPP, ELPAC) are administered to report student progress at the state level, as measured by the California School Dashboard.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative and summative assessments in order to monitor student achievement and social/emotional learning outcomes to inform and modify classroom instructional practices based on key learning targets within the Common Core State Standards . Ongoing monitoring of formative and summative assessment data will also enable grade-level teams to identify students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or Literacy Intervention Teacher during the instructional day or during before or after school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is also offered to teachers when new curriculum is adopted and follow up training is available for continuous support with curricular materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and on the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, 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 eduction assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order to:
1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices in both Sheltered English Instruction (SEI) and Dual Language Instruction (DLI) contexts;
3. Provide both Designated and Integrated 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, Promethean Boards, Hovercams) to enhance student engagement within the current Distance Learning context; and,
5. Develop and implement student support and intervention programs and services to address students academic achievement and/or social/emotional learning needs.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration, 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 and intervention 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 equal 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 and aligned to the Common Core Standards. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers first provide Tier I-Level standards-based instruction to all students, integrating all four levels of depths of complexity to increase the level of academic rigor throughout all core content areas. Through frequent, ongoing, and evidence-based collaboration, teachers are able to analyze ongoing formative assessment data to progress monitor student achievement and social/emotional learning outcomes in order to identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tiered System of Supports (MTSS) model, specific and aligned intervention strategies are provided to underperforming students at the Tier I, II and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six to eight week long rounds of intensive intervention. Students who continue not meeting the expected outcomes from intervention will then be referred to the Success Study Team (SST) process, which includes other school personnel (e.g., School Counselor, Outreach Coordinator, Administration) and parents, to identify the necessary Tier I, Tier II or III-level services that are needed to address the student's academic and/or social/emotional needs. Students who still do not demonstrate adequate progress after having ongoing intensive and targeted intervention and support may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Juan Lagunas Soria School provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in site-based parent groups such as the School Site Council (SSC), Parent Teachers Association (PTA) and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals. Parent nights engage stakeholders in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, A through G requirements, and how to support students' academic and social/emotional needs. Fiscal resources fundraised by the Juan Lagunas Soria PTA assist in supporting standards-based field trips; providing supplemental instructional resources for classroom teachers; supporting student assemblies, extracurricular activities, and athletics; and providing funding for incentives and rewards for students who meet their learning goals and achieve school success.

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)

Juan Lagunas Soria School will continue to prioritize parent and family engagement during the 2022-23 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2022-23 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals for all students and all significant subgroups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged). School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. School administration will meet with classroom teachers and other school personnel on a regular basis to analyze and monitor student achievement data and social/emotional learning outcomes in order to improve curriculum, instruction, and assessment.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Juan Lagunas Soria School, categorical funding from Title I, III, and LCFF is utilized to support student intervention and enrichment programs aligned with meeting the needs of all students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Categorical funding supports standards and evidence-based teacher collaboration, as well as professional development, focused improving classroom and school-wide instructional programs and practices. Funding also supports the Outreach Coordinator position, who is responsible for coordinating and/or facilitating parent trainings and educational workshops aimed at strengthening parental involvement to support student learning. Funds will be utilized to support the middle school Advancement Via Individual Determination (AVID) program and student enrichment programs and activities aligned to the school's Te.A.L. strand focus or that benefit student engagement, athletics, leadership, and/or student wellness.

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

Juan Lagunas Soria School governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). School Site Council met regularly throughout the 2021-22 school year to analyze formative student achievement data and social/emotional learning outcomes in order to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in Language Arts and Math, providing social/emotional support and fostering a positive and safe school climate, and increasing parent and family engagement. School administration met with the English Language Advisory Committee on an ongoing basis to review the SPSA and discuss the strategies which focus on increasing parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Compared to the 2021-22 school year, there has been a slight increase in school allocated funding, approximately $12,017, for the 2022-23 school year. At the same time, the school district has allocated funding to cover expenditures directly related to school-level operations, including funding for one full-time 8 hour Outreach Coordinator position to support parent and family engagement, the provision of a Literacy Intervention Teacher to support literacy-based Tier II and Tier III-Level intervention for students not meeting grade-level standards in language arts, the continuation of a district-wide learning management system (Canvas), one-to-one devices for all students, and school-wide instructional applications and programs (e.g, ST Math, Lexia, MyOn). As a result, there are currently no resource inequities related to fiscal funding. Outside of fiscal funding, time and staffing may always be considered resource inequities in meeting the goals identified within this School Plan for Student Achievement, as these resources serve to benefit any school in increasing student achievement and social/emotional learning outcomes for students.

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%	0.1%	%	0	1	
African American	1.42%	1.6%	%	14	15	
Asian	1.02%	1.1%	%	10	10	
Filipino	1.22%	1.5%	%	12	14	
Hispanic/Latino	91.15%	90.7%	%	896	864	
Pacific Islander	0.2%	0.3%	%	2	3	
White	3.97%	3.4%	%	39	32	
Multiple/No Response	1.02%	1.5%	%	10	14	
			Total Enrollment	983	953	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	93	94	
Grade 1	90	95	
Grade 2	104	90	
Grade3	102	99	
Grade 4	120	111	
Grade 5	98	128	
Grade 6	114	97	
Grade 7	128	115	
Grade 8	134	124	
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	983	953	

Conclusions based on this data:

From 2019 to 2022, based on ethnicity, there have been only two significant subgroups of students (30 or more students) at Juan Lagunas Soria School: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Based on analysis of student enrollment

by grade level between 2019 and 2022, total enrollment has decreased by approximately 60 students. As a result, Juan Lagunas Soria School staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	315	259	260	30.5%	26.3%	27.3%
Fluent English Proficient (FEP)	212	232	210	20.5%	23.6%	22.0%
Reclassified Fluent English Proficient (RFEP)	25	83	33	8.0%	26.3%	12.7%

Conclusions based on this data:

Based on analysis of English Learner enrollment at Juan Lagunas Soria School for the 2018-19 school year, 30.5% of Juan Lagunas Soria School's total student population were English Learners. An additional 8.0% of Juan Lagunas Soria School's total student population during the 2018-19 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient (RFEP) students. While the percentage of English Learners has remained fairly consistent throughout the past three school years from 2018 to 2021, the percentage of students being redesignated as RFEP has fluctuated from 8.0% in 2018-19 to 26.3% in 2019-20 to 12.7% in 2020-21. As a result, Juan Lagunas Soria will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day, while, at the same time, continue to monitor RFEP students' academic performance in both SEI and DLI instructional settings.

School and Student Performance Data

Star Early Literacy

Juan Lagunas Soria School											
		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
Grade K	94	11	12%	12	13%	6	6%	65	69%	4	797
Grade 1	67	16	24%	15	22%	5	7%	31	46%	4	831
Grade 2	25	11	44%	6	24%	3	12%	5	20%	3	868

Conclusions based on this data:

Test results have been provided using school/district benchmarks. Based on Star 360 Star Early Literacy formative assessment data, 59% of Kindergarten students and 38% of 1st grade students scored at or above benchmark for their grade level. Overall, these results indicate that students will require further intervention and instructional support to improve their phonemic awareness in order to be able to improve their decoding and reading fluency skills so that they may begin comprehending grade-level passages and texts. The administration of the Star Early Literacy assessment is optional in 2nd grade, hence, the limited data available at this grade level in comparison to Kindergarten and 1st grade. However, it is important to note that out of the 36 students who completed this assessment, 61% of students fell within the Urgent Intervention range, making a strong case for the need for reading intervention and support in 2nd grade and up. By analyzing Star 360 data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will continue to identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. 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 meet grade-level standards will be referred to the CST and/or SST process. Should Tier II or III-level interventions be determined necessary, students may be referred to the Literacy Intervention Teacher to participate in the Leveled Literacy Intervention program. 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.

School and Student Performance Data

Star Reading

Juan Lagunas Soria School											
		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 2	87	30	34%	22	25%	16	18%	19	22%	2	914
Grade 3	87	31	36%	25	29%	18	21%	13	15%	2	954
Grade 4	98	38	39%	28	29%	19	19%	13	13%	2	996
Grade 5	108	39	36%	22	20%	38	35%	9	8%	2	1022
Grade 6	123	40	33%	37	30%	30	24%	16	13%	2	1045
Grade 7	96	35	36%	23	24%	28	29%	10	10%	2	1051
Grade 8	81	33	41%	20	25%	19	23%	9	11%	2	1047

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 or above benchmark for each grade level ranges from 30% (3rd Grade) to 50% (4th Grade). Similar to the Star Early Literacy assessment data, these results further support the need for literacy intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' language proficiency skills. By analyzing Star 360 data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will continue to identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. 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 meet grade-level standards will be referred to the CST and/or SST process. Should Tier II or III-level interventions be determined necessary, students may be referred to the Literacy Intervention Teacher to participate in the Leveled Literacy Intervention program. 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.

School and Student Performance Data

Star Math

Juan Lagunas Soria School											
		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 1	68	14	21%	33	49%	19	28%	2	3%	2	843
Grade 2	43	15	35%	15	35%	7	16%	6	14%	2	909
Grade 3	87	38	44%	20	23%	20	23%	9	10%	2	949
Grade 4	92	34	37%	38	41%	18	20%	2	2%	2	992
Grade 5	103	51	50%	36	35%	13	13%	3	3%	1	1020
Grade 6	124	64	52%	34	27%	18	15%	8	6%	1	1037
Grade 7	90	47	52%	25	28%	11	12%	7	8%	1	1041
Grade 8	90	70	78%	8	9%	5	6%	7	8%	1	1025

Conclusions based on this data:

Tests results have been provided using school/district benchmarks. Based on Star 360 Math formative assessment data, the percentage of students scoring at or above benchmark for each grade level ranges from 33% (8th Grade) to 54% (1st Grade). These results further support the need for math intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' proficiency skills in the area of mathematics. By analyzing Star 360 data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits so that they may strategically provide students opportunities during Tier I level instruction to address their specific needs in the area of mathematics through an accelerated learning instructional model. Throughout the school year, teachers will continue to 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. 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.

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 3	90	115		89	112		89	112		98.9	97.4	
Grade 4	115	97		114	95		114	95		99.1	97.9	
Grade 5	120	114		117	111		117	111		97.5	97.4	
Grade 6	144	129		144	127		144	127		100	98.4	
Grade 7	149	135		146	133		146	133		98	98.5	
Grade 8	109	142		107	135		107	135		98.2	95.1	
All Grades	727	732		717	713		717	713		98.6	97.4	

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	2415.	2417.		23.60	23.21		19.10	19.64		24.72	26.79		32.58	30.36	
Grade 4	2462.	2461.		24.56	27.37		23.68	23.16		21.05	16.84		30.70	32.63	
Grade 5	2477.	2506.		12.82	24.32		29.06	32.43		23.93	18.92		34.19	24.32	
Grade 6	2529.	2541.		13.89	22.05		40.28	41.73		20.83	17.32		25.00	18.90	
Grade 7	2531.	2507.		10.27	8.27		30.82	25.56		34.25	24.81		24.66	41.35	
Grade 8	2554.	2554.		11.21	13.33		32.71	33.33		29.91	27.41		26.17	25.93	
All Grades	N/A	N/A	N/A	15.48	19.07		30.13	29.73		25.94	22.30		28.45	28.89	

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 3	21.35	20.54		47.19	50.00		31.46	29.46	
Grade 4	19.30	18.95		44.74	51.58		35.96	29.47	
Grade 5	12.07	28.83		50.00	48.65		37.93	22.52	
Grade 6	14.58	25.98		47.92	42.52		37.50	31.50	
Grade 7	17.81	12.78		41.78	37.59		40.41	49.62	
Grade 8	22.43	21.48		41.12	42.96		36.45	35.56	
All Grades	17.60	21.32		45.39	45.02		37.01	33.66	

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	15.73	16.07		44.94	50.00		39.33	33.93	
Grade 4	23.89	23.16		48.67	47.37		27.43	29.47	
Grade 5	25.00	27.03		40.52	48.65		34.48	24.32	
Grade 6	22.92	26.77		49.31	59.06		27.78	14.17	
Grade 7	15.07	18.05		58.22	47.37		26.71	34.59	
Grade 8	18.87	15.56		54.72	61.48		26.42	22.96	
All Grades	20.31	20.90		49.86	52.73		29.83	26.37	

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	20.22	17.86		59.55	66.96		20.22	15.18	
Grade 4	18.42	16.84		66.67	62.11		14.91	21.05	
Grade 5	12.07	19.82		63.79	63.06		24.14	17.12	
Grade 6	15.28	17.32		69.44	64.57		15.28	18.11	
Grade 7	9.59	6.77		67.81	63.16		22.60	30.08	
Grade 8	13.08	14.81		65.42	64.44		21.50	20.74	
All Grades	14.39	15.29		65.92	64.10		19.69	20.62	

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	23.60	22.32		57.30	53.57		19.10	24.11	
Grade 4	29.20	17.89		45.13	53.68		25.66	28.42	
Grade 5	29.31	26.13		42.24	52.25		28.45	21.62	
Grade 6	43.06	35.43		45.14	48.03		11.81	16.54	
Grade 7	27.40	20.30		53.42	44.36		19.18	35.34	
Grade 8	33.02	25.93		47.17	48.89		19.81	25.19	
All Grades	31.51	24.96		48.18	49.79		20.31	25.25	

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:

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. In 2020-21, the Oxnard School District selected to administer the local Star 360 assessment in lieu of CAASPP. Hence, there is two year gap of data when viewing historical CAASPP results. Based on analysis of CAASPP summative data for English Language Arts/Literacy, all students in grades 3-8 at Juan Lagunas Soria School have demonstrated improved student achievement outcomes between 2018 and 2022, with the total number of students who met or exceeded standard increasing from 45.6% in the 2017-18 school year to _____% in the 2021-22 school year. Although the percentage of students who nearly met standard stayed about the same: 25.94% in 2017-18 to _____% in 2021-22, the percentage of students who did not meet standard decreased from 28.45% in the 2017-18 school year to _____% in the 2021-22 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	90	115		89	112		89	112		98.9	97.4	
Grade 4	115	97		114	95		114	95		99.1	97.9	
Grade 5	120	114		118	111		118	111		98.3	97.4	
Grade 6	144	129		143	127		143	126		99.3	98.4	
Grade 7	149	135		146	131		146	131		98	97	
Grade 8	109	142		107	135		107	135		98.2	95.1	
All Grades	727	732		717	711		717	710		98.6	97.1	

* 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	2405.	2412.		6.74	11.61		25.84	25.00		30.34	27.68		37.08	35.71	
Grade 4	2443.	2451.		9.65	6.32		21.93	18.95		35.09	50.53		33.33	24.21	
Grade 5	2446.	2453.		3.39	5.41		11.86	13.51		32.20	35.14		52.54	45.95	
Grade 6	2496.	2493.		7.69	10.32		22.38	23.81		29.37	23.81		40.56	42.06	
Grade 7	2468.	2459.		5.48	3.05		8.90	11.45		26.71	27.48		58.90	58.02	
Grade 8	2500.	2506.		6.54	9.63		12.15	11.11		28.04	28.89		53.27	50.37	
All Grades	N/A	N/A	N/A	6.56	7.75		16.74	17.04		30.13	31.41		46.58	43.80	

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	16.85	25.00		37.08	34.82		46.07	40.18	
Grade 4	13.16	10.53		41.23	41.05		45.61	48.42	
Grade 5	7.63	7.21		22.88	25.23		69.49	67.57	
Grade 6	13.29	14.29		32.87	32.54		53.85	53.17	
Grade 7	6.16	5.34		28.77	26.72		65.07	67.94	
Grade 8	5.61	9.63		37.38	37.04		57.01	53.33	
All Grades	10.18	11.83		32.91	32.68		56.90	55.49	

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	19.10	20.54		39.33	45.54		41.57	33.93	
Grade 4	16.67	17.89		45.61	47.37		37.72	34.74	
Grade 5	5.08	9.91		50.85	41.44		44.07	48.65	
Grade 6	10.49	13.49		46.15	45.24		43.36	41.27	
Grade 7	4.79	6.11		45.89	36.64		49.32	57.25	
Grade 8	10.28	12.59		53.27	34.81		36.45	52.59	
All Grades	10.46	13.10		47.00	41.41		42.54	45.49	

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	11.24	14.29		53.93	55.36		34.83	30.36	
Grade 4	14.91	14.74		47.37	46.32		37.72	38.95	
Grade 5	2.54	9.01		41.53	44.14		55.93	46.85	
Grade 6	11.19	14.29		46.15	46.83		42.66	38.89	
Grade 7	6.85	4.58		50.68	47.33		42.47	48.09	
Grade 8	8.41	9.63		51.40	53.33		40.19	37.04	
All Grades	9.07	10.85		48.26	49.01		42.68	40.14	

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:

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. In 2020-21, the Oxnard School District selected to administer the local Star 360 assessment in lieu of CAASPP. Hence, there is two year gap of data when viewing historical CAASPP results. Based on analysis of CAASPP summative data for Mathematics, all students in grades 3-8 at Juan Lagunas Soria School have demonstrated improved student achievement outcomes between 2018 and 2022, with the total number of students who met or exceeded standard increasing from 23.3% in the 2017-18 school year to _____% in the 2021-22 school year. Although the percentage of students who nearly met standard slightly decreased from 30.13% in the 2017-18 school year to _____% in the 2021-22 school year, the percentage of students who did not meet standard demonstrated a greater decrease from 46.58% in the 2017-18 school year to _____% in the 2021-22 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1436.7	1425.0	*	1442.1	1430.1	*	1423.8	1412.6	*	45	31	*
1	1475.6	1449.9	*	1474.7	1461.7	*	1476.1	1437.7	*	56	47	8
2	1518.0	1512.1	1487.9	1519.5	1500.8	1486.0	1515.9	1522.8	1489.5	57	59	29
3	1493.6	1484.1	1503.7	1484.8	1476.1	1515.0	1501.8	1491.6	1491.9	30	27	45
4	1521.7	1519.7	1514.1	1511.2	1507.1	1511.9	1531.6	1532.0	1516.0	33	23	46
5	1548.8	1546.1	1519.6	1536.7	1557.5	1522.6	1560.3	1534.1	1516.1	27	14	24
6	1535.1	1529.6	1502.1	1526.6	1524.8	1490.6	1543.1	1533.6	1513.0	20	13	16
7	*	1583.4	*	*	1558.0	*	*	1608.4	*	*	12	8
8	*	*	*	*	*	*	*	*	*	*	6	7
All Grades	278			278			278			282	232	186

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	35.56	16.13	*	37.78	29.03	*	*	45.16	*	*	9.68	*	45	31	*
1	50.00	2.13	*	28.57	46.81	*	*	44.68	*	*	6.38	*	56	47	*
2	64.91	27.12	13.79	28.07	50.85	48.28	*	20.34	31.03	*	1.69	6.90	57	59	29
3	*	3.70	13.33	50.00	37.04	46.67	*	51.85	37.78	*	7.41	2.22	30	27	45
4	*	26.09	13.95	60.61	47.83	58.14	*	26.09	25.58	*	0.00	2.33	33	23	43
5	51.85	42.86	13.04	40.74	42.86	52.17	*	14.29	26.09	NA	0.00	8.70	27	14	23
6	*	15.38	0.00	60.00	53.85	37.50	*	23.08	50.00	NA	7.69	12.50	20	13	16
7	*	58.33	*	*	25.00	*	*	16.67	*		0.00	*	*	12	*
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	41.49	19.40	13.19	39.72	43.97	47.25	13.48	32.33	34.62	5.32	4.31	4.95	282	232	182

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	37.78	16.13	*	37.78	32.26	*	*	38.71	*	*	12.90	*	45	31	*
1	64.29	14.89	*	21.43	46.81	*	*	36.17	*	*	2.13	*	56	47	*
2	73.68	38.98	31.03	22.81	44.07	37.93	*	16.95	20.69	*	0.00	10.34	57	59	29
3	*	22.22	42.22	46.67	29.63	42.22	*	33.33	13.33	*	14.81	2.22	30	27	45
4	42.42	30.43	41.86	45.45	56.52	41.86	*	13.04	16.28	*	0.00	0.00	33	23	43
5	66.67	78.57	43.48	*	21.43	43.48	*	0.00	4.35	7%	0.00	8.70	27	14	23
6	*	30.77	0.00	55.00	61.54	56.25	*	7.69	18.75	NA	0.00	25.00	20	13	16
7	*	58.33	*	*	25.00	*		16.67	*		0.00	*	*	12	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	53.90	31.03	34.62	33.69	41.81	43.41	9.22	23.28	15.93	*	3.88	6.04	282	232	182

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	26.67	9.68	*	31.11	29.03	*	35.56	54.84	*	*	6.45	*	45	31	*
1	44.64	4.26	*	19.64	25.53	*	*	48.94	*	19.64	21.28	*	56	47	*
2	56.14	27.12	13.79	31.58	45.76	41.38	*	25.42	31.03	*	1.69	13.79	57	59	29
3	NA	0.00	2.22	43.33	25.93	24.44	*	66.67	62.22	*	7.41	11.11	30	27	45
4	*	17.39	6.98	48.48	30.43	34.88	*	43.48	37.21	*	8.70	20.93	33	23	43
5	44.44	7.14	0.00	40.74	21.43	13.04	*	64.29	69.57	NA	7.14	17.39	27	14	23
6	*	0.00	0.00	*	38.46	6.25	*	53.85	68.75	*	7.69	25.00	20	13	16
7	*	41.67	*	*	41.67	*	*	16.67	*		0.00	*	*	12	*
8	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	33.33	13.36	5.49	34.40	33.19	26.37	20.92	44.83	51.65	11.35	8.62	16.48	282	232	182

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	64.44	16.13	*	31.11	77.42	*	*	6.45	*	45	31	*
1	71.43	55.32	*	25.00	42.55	*	*	2.13	*	56	47	*
2	85.96	54.24	20.69	*	45.76	75.86	*	0.00	3.45	57	59	29
3	*	11.11	33.33	70.00	62.96	60.00	*	25.93	6.67	30	27	45
4	39.39	26.09	41.86	51.52	69.57	51.16	*	4.35	6.98	33	23	43
5	48.15	28.57	21.74	48.15	71.43	65.22	*	0.00	13.04	27	14	23
6	*	15.38	6.25	70.00	69.23	62.50	*	15.38	31.25	20	13	16
7	*	16.67	*	*	75.00	*		8.33	*	*	12	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.09	35.34	28.57	37.94	58.62	61.54	4.96	6.03	9.89	282	232	182

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	37.78	25.81	*	51.11	64.52	*	*	9.68	*	45	31	*
1	50.00	4.26	*	41.07	82.98	*	*	12.77	*	56	47	*
2	71.93	33.90	34.48	24.56	61.02	55.17	*	5.08	10.34	57	59	29
3	40.00	37.04	63.64	50.00	51.85	31.82	*	11.11	4.55	30	27	44
4	54.55	47.83	57.14	42.42	52.17	40.48	*	0.00	2.38	33	23	42
5	88.89	100.00	63.64	*	0.00	31.82	NA	0.00	4.55	27	14	22
6	70.00	61.54	50.00	*	38.46	37.50	*	0.00	12.50	20	13	16
7	*	83.33	*		8.33	*		8.33	*	*	12	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	59.22	37.07	52.54	34.75	56.03	42.37	6.03	6.90	5.08	282	232	177

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	24.44	9.68	*	71.11	83.87	*	*	6.45	*	45	31	*
1	60.71	17.02	*	19.64	57.45	*	19.64	25.53	*	56	47	*
2	68.42	22.03	20.69	24.56	76.27	65.52	*	1.69	13.79	57	59	29
3	NA	0.00	4.44	53.33	66.67	60.00	46.67	33.33	35.56	30	27	45
4	*	13.04	9.30	72.73	56.52	62.79	*	30.43	27.91	33	23	43
5	44.44	14.29	4.35	55.56	71.43	73.91	61%	14.29	21.74	27	14	23
6	*	0.00	0.00	*	53.85	31.25	*	46.15	68.75	20	13	16
7		66.67	*	*	25.00	*	*	8.33	*	*	12	*
8	*	*	*		*	*	*	*	*	*	*	*
All Grades	38.30	16.81	8.79	43.62	65.09	59.34	18.09	18.10	31.87	282	232	182

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	60.00	35.48	*	33.33	48.39	*	*	16.13	*	45	31	*
1	26.79	8.51	*	48.21	65.96	*	25.00	25.53	*	56	47	*
2	43.86	23.73	10.34	56.14	66.10	75.86	NA	10.17	13.79	57	59	29
3	*	14.81	11.11	60.00	81.48	82.22	*	3.70	6.67	30	27	45
4	42.42	39.13	14.63	54.55	60.87	73.17	*	0.00	12.20	33	23	41
5	66.67	0.00	4.35	*	92.86	82.61	NA	7.14	13.04	27	14	23
6	*	23.08	12.50	90.00	76.92	81.25	NA	0.00	6.25	20	13	16
7	*	25.00	*	*	75.00	*		0.00	*	*	12	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	39.72	20.69	10.56	52.48	68.53	78.89	7.80	10.78	10.56	282	232	180

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:

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. Reported ELPAC data reflects the 2017-18, 2018-19 and 2020-21 school years. Based on analysis of ELPAC summative data, all students in grades K-7 at Juan Lagunas Soria School demonstrated a significant decrease in student achievement outcomes between the 2017-18 and 2020-21 school years, with students' Overall Language scores in Levels 3 and 4 decreasing from 81.21% in 2017-18 to 60.44% in 2020-21. According to the data listed above, the total number of students tested on the ELPAC,

however, did decrease by 96 students between these two school years. Similarly, Oral Language and Written Language scores for students in grades K-8 also demonstrated significant decreases, with the percentage of students scoring in Levels 3 and 4 in Oral Language decreasing by 9.56 percentage points and the percentage of students scoring in Levels 3 and 4 in Written Language decreasing by 35.87 percentage points. Based on the significant decreases in students' ELPAC scores from 2017-18 to 2020-21, Juan Lagunas Soria School teachers will continue to focus on providing effective designated and integrated English Language Development, as well as intensive and strategic interventions and supports for English Learners, especially those identified as Long Term English Learners. In addition, professional development will continue to be coordinated and provided to classroom teachers to improve instructional strategies that focus on scaffolding core content to ensure English Learners can access grade level standards without decreasing depths of knowledge levels and rigor in both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) settings.

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, at a minimum, attaining proficiency or better 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	2021-22 CAASPP Data (All Students): Met/Exceeded: ____% Nearly Met: ____% Not Met: _____%	2022-23 CAASPP Expected Outcomes (All Students): Met/Exceeded: _____% Nearly Met: _____% Not Met: _____%
CAASPP Math	2021-22 CAASPP Data (All Students): Met/Exceeded: ____% Nearly Met: ____% Not Met: _____%	2022-23 CAASPP Expected Outcomes (All Students): Met/Exceeded: _____% Nearly Met: _____% Not Met: _____%
ELPAC	Based on 2018-19 ELPAC Overall Language data: 4.31% of all students scored at Level 1 (Beginning Stage) 32.33% of students scored at Level 2 (Somewhat Developed) 43.97% of students scored at Level 3 (Moderately Developed) 19.4% of students scored at Level 4 (Well Developed).	2021-22 ELPAC Expected Outcomes (All Students for Overall Language): Decrease percentages of students scoring at Level 1 and Level 2 to 2% and 24.33% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy 2022-23; Baseline Data: End-of-Year, 2022	Kindergarten End-of-Year 2022 Baseline Data (English; N=94): At/Above Benchmark: 69% Kindergarten End-of-Year 2022 Baseline Data (Spanish; N=72): At/Above Benchmark: 74% 1st Grade End-of-Year 2022 Baseline Data (English; N=67): At/Above Benchmark: 46% 1st Grade End-of-Year 2022 Baseline Data (Spanish; N=42): At/Above Benchmark: 60%	1st Grade 2022-23 Expected Outcomes (English): At/Above Benchmark: 74% (Winter); 79% (End-of-Year) 1st Grade 2022-23 Expected Outcomes (Spanish): At/Above Benchmark: 79% (Winter); 84% (End-of-Year) Incoming 2nd grade students will participate in the STAR 360 English Reading Assessment Incoming 2nd grade students will participate in the STAR 360 Spanish Reading Assessment
STAR 360 Reading 2022-23; Baseline Data: End-of-Year, 2022	2nd Grade End-of-Year 2022 Baseline Data (English; N=87): At/Above Benchmark: 40% 2nd Grade End-of-Year 2022 Baseline Data (Spanish; N=45): At/Above Benchmark: 51% 3rd Grade End-of-Year 2022 Baseline Data (English; N=87): At/Above Benchmark: 36% 3rd Grade End-of-Year 2022 Baseline Data (Spanish; N=43): At/Above Benchmark: ___% 4th Grade End-of-Year 2022 Baseline Data (English; N=98): At/Above Benchmark: 33% 4th Grade End-of-Year 2022 Baseline Data (Spanish; N=41): At/Above Benchmark: 46%	3rd Grade 2022-23 Expected Outcomes (English): At/Above Benchmark: 45% (Winter); 50% (End-of-Year) 3rd Grade 2022-23 Expected Outcomes (Spanish): At/Above Benchmark: 56% (Winter); 61% (End-of-Year) 4th Grade 2022-23 Expected Outcomes (English): At/Above Benchmark: 41% (Winter); 46% (End-of-Year) 4th Grade 2022-23 Expected Outcomes (Spanish): At/Above Benchmark: 40% (Winter); 45% (End-of-Year) 5th Grade 2022-23 Expected Outcomes (English): At/Above Benchmark: 38% (Winter); 43% (End-of-Year) 5th Grade 2022-23 Expected Outcomes (Spanish): At/Above Benchmark: 51% (Winter); 56% (End-of-Year)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th Grade End-of-Year 2022 Baseline Data (English; N=108): At/Above Benchmark: 44% 5th Grade End-of-Year 2022 Baseline Data (Spanish; N=47): At/Above Benchmark: 60% 6th Grade End-of-Year 2022 Baseline Data (English; N=123): At/Above Benchmark: 37% 6th Grade End-of-Year 2022 Baseline Data (Spanish; N=55): At/Above Benchmark: 55% 7th Grade End-of-Year 2022 Baseline Data (English; N=107): At/Above Benchmark: 40% 7th Grade End-of-Year 2022 Baseline Data (Spanish; N=37): At/Above Benchmark: 30% 8th Grade End-of-Year 2022 Baseline Data (English, N=81): At/Above Benchmark: 35% 8th Grade End-of-Year 2022 Baseline Data (Spanish; N=49): At/Above Benchmark: 49%	6th Grade 2022-23 Expected Outcomes (English): At/Above Benchmark: 49% (Winter); 54% (End-of-Year) 6th Grade 2022-23 Expected Outcomes (Spanish): At/Above Benchmark: 65% (Winter); 70% (End-of-Year) 7th Grade 2022-23 Expected Outcomes (English): At/Above Benchmark: 42% (Winter); 47% (End-of-Year) 7th Grade 2022-23 Expected Outcomes (Spanish): At/Above Benchmark: 60% (Winter); 65% (End-of-Year) 8th Grade 2022-23 Expected Outcomes (English): At/Above Benchmark: 45% (Winter); 50% (End-of-Year) 8th Grade 2022-23 Expected Outcomes (Spanish): At/Above Benchmark: 35% (Winter); 40% (End-of-Year)
STAR 360 Math 2022-23; Baseline Data: End-of-Year, 2022	1st Grade End-of-Year 2022 Baseline Data (English; N=68): At/Above Benchmark: 31% 1st Grade End-of-Year 2022 Baseline Data (Spanish; N=43): At/Above Benchmark: 72%	2nd Grade 2022-23 Expected Outcomes (English): At/Above Benchmark: 36% (Winter); 41% (End-of-Year) 2nd Grade 2022-23 Expected Outcomes (Spanish): At/Above Benchmark: 77% (Winter); 82% (End-of-Year)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2nd Grade End-of-Year 2022 Baseline Data (English; N=43): At/Above Benchmark: 30% 2nd Grade End-of-Year 2022 Baseline Data (Spanish; N=45): At/Above Benchmark: 67% 3rd Grade End-of-Year 2022 Baseline Data (N=87): At/Above Benchmark: 33% 4th Grade End-of-Year 2022 Baseline Data (N=92): At/Above Benchmark: 22% 5th Grade End-of-Year 2022 Baseline Data (N=103): At/Above Benchmark: 16% 6th Grade End-of-Year 2022 Baseline Data (N=124): At/Above Benchmark: 21% 7th Grade End-of-Year 2022 Baseline Data (N=90): At/Above Benchmark: 20% 8th Grade End-of-Year 2022 Baseline Data (N=90): At/Above Benchmark: 13%	3rd Grade 2022-23 Expected Outcomes: At/Above Benchmark: 35% (Winter); 40% (End-of-Year) Incoming 3rd grade students do not participate in the STAR 360 Spanish Math Assessment 4th Grade 2022-23 Expected Outcomes: At/Above Benchmark: 38% (Winter); 43% (End-of-Year) 5th Grade 2022-23 Expected Outcomes: At/Above Benchmark: 27% (Winter); 32% (End-of-Year) 6th Grade 2022-23 Expected Outcomes: At/Above Benchmark: 21% (Winter); 26% (End-of-Year) 7th Grade 2022-23 Expected Outcomes: At/Above Benchmark: 26% (Winter); 31% (End-of-Year) 8th Grade 2022-23 Expected Outcomes: At/Above Benchmark: 25% (Winter); 30% (End-of-Year)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School will provide staff with materials, supplies, and professional development to support teacher collaboration and full implementation of district-wide curriculum for both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) instructional settings, and enhance classroom instruction and technology, while utilizing formative and summative assessment results to inform school-wide decision making.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
52764	LCFF 4000-4999: Books And Supplies Warehouse charges, Supplemental Instructional Materials and Supplies
1000	LCFF 4000-4999: Books And Supplies Technology (e.g., Computer equipment, Printers, headphones, software)
2500	LCFF 5700-5799: Transfers Of Direct Costs Graphics
8497	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for teacher collaboration, professional development, training, and school site Leadership Team and School Site Council meetings beyond contractual day
2000	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development expenses for Certificated and Classified Staff
1500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Shred-it: Paper Shredding & Document Destruction Services; Online subscriptions/licenses
5614	Title I 4000-4999: Books And Supplies

	Supplemental Instructional Books, Materials and Supplies
300	Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional Registration/Entrance Fees (e.g, Spelling Bee); Online subscriptions/licenses
250	LCFF 5900: Communications Postage

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.

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated 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)	Source(s)
7500	Title III 5000-5999: Services And Other Operating Expenditures Professional Development costs (e.g. CABE)
7383	Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers to attend professional development
5000	Title III 4000-4999: Books And Supplies Spanish literacy texts to support English Learners' and Redesignated Fluent English Proficient (RFEP) students' primary language acquisition
1040	Title III 4000-4999: Books And Supplies Instructional materials and supplies to support the implementation of ELD instruction

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 After School Program will be offered to students to provide academic enrichment, collaborative learning and hands-on 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)	Source(s)
	ASES 1000-1999: Certificated Personnel Salaries After School Program staffing costs
	ASES 4000-4999: Books And Supplies After School Program instructional materials and related expenses

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the RTI/MTSS model through the SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs. Provide Tier I, II, and III-level interventions to underperforming students in ELA/SLA and Math during Core Instruction, ELD, and before/after school tutoring.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries One Literacy Intervention Teacher to facilitate Tier II and Tier III-level small group instruction and intervention

30763	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
	District Funded 2000-2999: Classified Personnel Salaries Two Kindergarten paraeducators to support small group instruction
6153	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
2153	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST and/or Data Analysis meetings

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

Support transportation and registration fee expenses related to grade-level field trips that are aligned to Common Core State Standards and/or School Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trip Registration Fees
14000	Title I 5700-5799: Transfers Of Direct Costs Field Trip Transportation Costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue maintenance agreement for Duplo machine and copy machines to support curriculum, instruction, and assessment across a all core subjects, electives, and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2125	LCFF 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreement
2500	LCFF 4000-4999: Books And Supplies Duplo materials and supplies

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

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)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures District-wide Renaissance contract
	District Funded 2000-2999: Classified Personnel Salaries Library Media Tech Salary
2500	LCFF 4000-4999: Books And Supplies AR Rewards and Incentives
5000	Title I 4000-4999: Books And Supplies Books (library and classroom sets)
407	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Hours/Extra Help for Library Media Tech

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Monitor students with special needs' progress on annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF 1000-1999: Certificated Personnel Salaries Certificated substitute teachers to release General Education and Special Education classroom teachers to hold Initial, Annual, Triennial and Other Review IEP meetings

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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

The site 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)	Source(s)

	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy skills; and enhance students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5200	Title I 5800: Professional/Consulting Services And Operating Expenditures Newsela school-wide license
4491	Title I 5800: Professional/Consulting Services And Operating Expenditures BrainPop, BrainPop Jr., BrainPop ELL, BrainPop Espanol school-wide license
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math district-wide license
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia for ELA district-wide license
3809	Title I 5800: Professional/Consulting Services And Operating Expenditures ESGI Kindergarten progress monitoring tool

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

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Teacher Liaison

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

The site will support extracurricular activities and clubs that promote student engagement, leadership, and/or professional development opportunities (e.g., Associated Student Body (ASB)).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Student Leadership/professional development
1000	LCFF 5000-5999: Services And Other Operating Expenditures ASB Insurance
1500	LCFF 1000-1999: Certificated Personnel Salaries Extra certificated hours to coordinate extracurricular activities/clubs

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The site will hold Awards Assemblies for students each trimester to recognize and reward student academic achievement. DLI students will be recognized for meeting biliteracy benchmarks. English Learners will be recognized for being reclassified as Redesignated Fluent English Proficient (RFEP).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	LCFF 4000-4999: Books And Supplies Academic Incentives and Awards

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all middle school students in grades 6-8

Strategy/Activity

The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness. AVID elective will be offered to 6-8 grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 5700-5799: Transfers Of Direct Costs AVID Field Trips (Transportation Fees)
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trips (Expense Fees)
	District Funded 1000-1999: Certificated Personnel Salaries AVID Tutors

1000	LCFF 4000-4999: Books And Supplies Instructional Materials to support AVID
2500	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours For Teachers to attend AVID Training
1500	LCFF 1000-1999: Certificated Personnel Salaries AVID Tutor extra hours to support 6th - 8th grade AVID program
2000	LCFF 5800: Professional/Consulting Services And Operating Expenditures AVID Training Registration Fees

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue to promote students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus and the Next Generation Science Standards, including, but not limited to, middle school electives, music, art and the school garden.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 8th Grade

Strategy/Activity

The site will continue to strengthen partnerships with the surrounding high schools in order to support 8th grade students' transition to 9th grade.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Materials expenses to promote 8th grade students' transition to high school
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra hours for teachers and counselor to support 8th grade students' transition to high school
250	LCFF 2000-2999: Classified Personnel Salaries Extra hours for ORC to support 8th grade students' transition to high school

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 in 7th and 8th Grades

Strategy/Activity

Counselor, Outreach Coordinator, and the Site Administration will hold student support meetings with 7th and 8th grade students who are not meeting proficiency in core academic areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue to support student athletics to promote student involvement and engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Sports Registration Fees
5000	LCFF 4000-4999: Books And Supplies Athletic equipment, uniforms

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.

GATE students

Strategy/Activity

The site will continue to provide opportunities for academic enrichment for students identified as GATE.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Supplemental instructional materials and supplies

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.

Ongoing analysis of Star 360 student achievement data throughout the 2021-22 school year highlighted concerns with students' academic ability and proficiency on grade-level standards in the areas of reading and mathematics after returning from both Distance Learning and Hybrid Learning environments. 2022 ELPAC and CAASPP summative assessment data will further help to reveal students' proficiency levels on grade-level standards. During the 2021-22 school year, school staff were successful with focusing instruction on core subject matter; emphasizing priority standards across each grade level. Teachers were able to collaborate frequently within Professional Learning Community grade-level teams to identify key learning targets within the Common Core State Standards to target and modify instruction based on students' needs, as well as share best practices for student engagement. Utilizing a Multi-Tiered System of Supports model approach, grade-level teams were also able to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of small group intervention throughout the instructional 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.

Budget expenditures were aligned with the intended implementation of the 2021-22 school plan. Juan Lagunas Soria School continues to focus on building strong academic foundations for all students while tightening and being more purposeful and systematic with evidence-based teacher collaboration and instructional strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2021-22 SPSA and academic achievement outcomes resulted in the continued need for improved, systematic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. For the 2022-23 school year, the school will add the ESGI progress monitoring tool in Kindergarten to enable teachers to regularly track student progress on attaining grade-level academic skills in literacy and math. As a result of actions taken during 2021-22 school year, teachers will continue to utilize Canvas and other digital instructional resources (e.g., Lexia, ST Math) to improve instructional strategies and programs in order to ensure student success.

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
Student Suspensions	2021-22 Total number of Student Suspensions: 41	Total suspensions will remain below 30 during the 2022-23 school year.
Student Attendance	2021-22 Overall Average Daily Attendance Rate: 93.64%	The Overall Average Daily Attendance Rate will increase to 94.5% for the 2022-23 school year.
2022-23 Panorama Survey: Baseline Data: Spring, 2022	Spring 2022 Baseline Panorama Survey Results (All Students) Grades K-2 based on Teacher Perception (N=281) Social Awareness: 75% Emotion Regulation: 75% Self-Management: 56% Grades 3-5 (N=291) Teacher-Student Relationships: 81% Sense of Belonging: 68% Self-Management: 71% Social Awareness: 70% Engagement: 67%	2022-23 Expected Outcomes: Increase Panorama Survey Results by 5% Grades K-2 based on Teacher Perception Social Awareness: 80% Emotion Regulation: 80% Self-Management: 61% Grades 3-5 Teacher-Student Relationships: 86% Sense of Belonging: 73% Self-Management: 76% Social Awareness: 75% Engagement: 72%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset: 60% Emotional Regulation: 46% Grades 6-8 (N=321) Self-Management: 70% Teacher-Student Relationships: 59% Social Awareness: 61% Growth Mindset: 51% Sense of Belonging: 48% Emotional Regulation: 45% Engagement: 38%	Growth Mindset: 65% Emotional Regulation: 51% Grades 6-8 Self-Management: 75% Teacher-Student Relationships: 64% Social Awareness: 66% Growth Mindset: 56% Sense of Belonging: 53% Emotional Regulation: 50% Engagement: 43%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance rates will be monitored and school site SART meetings will be held for those students with excessive tardies or absences. Students who continue to demonstrate poor attendance will be referred to the district-level SARB process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures PBIS Training for all staff, including Campus Supervisors

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School will provide Campus Supervision to ensure the safety of all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Campus Supervisor Salaries
45000	LCFF 2000-2999: Classified Personnel Salaries Two Additional Campus Supervisor Positions to increase campus supervision (total of 10 supervisors)

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

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)
11266	LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime, Substitutes and Extra Help
3305	LCFF 2000-2999: Classified Personnel Salaries Custodial Overtime

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all Middle School students.

Strategy/Activity

School staff will promote a Tobacco, Alcohol, and Drug-Free school campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and supplies to promote positive middle school student decision-making and healthy choices (e.g., Red Ribbon Week)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance during trimester Awards Assemblies and through rewards provided by the Student Store.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies Positive Behavior and Positive Attendance Incentives and Awards

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lockdown drills, including one annual evacuation drill.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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 administrative site coverage when Principal and Assistant Principal are absent or off site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
369	LCFF 1000-1999: Certificated Personnel Salaries Administrative Support / Extra Help

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

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra certificated hours for attending school site PBIS Committee meetings beyond contractual day

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

Implement CHAMPS to promote student safety and team building during recess, lunch, and transitions. Purchase and monitor inventory of recess and PE equipment to provide playground activities for students. Implement district-wide SPARK PE program in grades K-5.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF 4000-4999: Books And Supplies Playground/PE Equipment Expenses
	District Funded 4000-4999: Books And Supplies SPARK PE Program curriculum, materials, and supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Purchase necessary safety equipment such as cones, bull horns, safety vests, etc.

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary
1346	LCFF 1000-1999: Certificated Personnel Salaries School Counselor extra help

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 Administration, ORC, and Counselor will hold assemblies with students in grades K-8 as needed in order to review school rules and expectations, including dress code.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, 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)	Source(s)
	No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Outreach Coordinator will connect with and support students and families to improve student attendance and engagement, while, at the same time, supporting students' social and emotional learning and wellbeing.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Salary for a full-time 8 hour Outreach Coordinator position to support student attendance, engagement, and social/emotional wellbeing.
301	LCFF 2000-2999: Classified Personnel Salaries Outreach Coordinator overtime
678	LCFF 2000-2999: Classified Personnel Salaries Outreach Coordinator extra help

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)	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.

During the 2021-22 school year, the Outreach Coordinator, School Counselor, Attendance Tech, Assistant Principal and/or Principal met regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff provided support to families and recommended and/or referred students or parents to Ventura County-based social services, counseling, or other community-based services or programs in order to offer families support with addressing barriers which negatively impacted student attendance.

In terms of addressing our students' social, emotional, and behavioral needs, students were identified through the SST process to receive individual and/or small group counseling services provided by the school counselor or county-level services. The Positive Behavior Intervention and Support model guided staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom learning environment, whether virtually or in person. Our PBIS/School Safety Team met on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Trimester Awards Assemblies honored and recognized the hard work and positive choices students made by rewarding students with praise, recognition, and incentives.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures aligned to the intended implementation of the 2021-22 school plan. Juan Lagunas Soria School continues to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2021-22 SPSA, chronic absenteeism and suspension rate data, the Juan Lagunas Soria School PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our

school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. Juan Lagunas Soria school staff will focus on implementing the more comprehensive STOIC model, rather than just specifically focusing on CHAMPS as its PBIS approach strategy. Due to ongoing concerns regarding student behavior during bathroom visits, recess/nutrition and lunch times, two additional campus supervisors will be funded at the school site level for a total of ten supervisors to increase student supervision and school safety.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteers	During the spring of 2022 when COVID restrictions for parent volunteers were lifted, there were a total of 72 parents who completed the district clearance process to support school activities (e.g., field trips, Student Store).	During the 2022-23, Juan Lagunas Soria will maintain a minimum of 50 parent volunteers who have completed the district clearance process.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
300	LCFF 2000-2999: Classified Personnel Salaries Babysitting Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, promote college and career readiness, and improve parent involvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
378	LCFF 2000-2999: Classified Personnel Salaries Babysitting if possible
180	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
1000	Title III 5700-5799: Transfers Of Direct Costs Field Trip Transportation costs for ELAC parents to visit a college campus
500	Title III 5800: Professional/Consulting Services And Operating Expenditures Field Trip Registration fees for ELAC parents to visit a college campus
500	Title III 4000-4999: Books And Supplies Materials and supplies; Parent Engagement Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Site will host Back to School Night, Parent Orientations, as well as Parent Nights focusing on Literacy, Math, and/or Strand Focus (Technology, Arts, & Language), to increase parent involvement in students' educational programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours to support Parent Nights

150	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES 1000-1999: Certificated Personnel Salaries Certificated Extra Hours
	ASES 4000-4999: Books And Supplies Supplies

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.

During the 2021-22 school year, Juan Lagunas Soria School facilitated Parent/Teacher Conferences so that parents could collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents attended Student Success Team meetings if their child was identified as significantly below grade-level standards or exhibited significant needs in social, emotional, and/or behavioral areas. Parent training and education were provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Juan Lagunas Soria School PTA assisted in providing supplemental instructional resources for classroom teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures were aligned with the intended implementation of the 2021-22 school plan. Juan Lagunas Soria School continues to identify innovative strategies to build strong parent and family engagement in order to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2021-22 SPSA and school outcomes, Juan Lagunas Soria School staff will continue to focus on fostering creative and alternative ways for parents to get involved and support their child's education and will continue promoting parent participation in school community stakeholder groups, such as School Site Council, the English Language Advisory Committee, and the Parent Teacher Association. The school will also provide supports and/or training to parents to increase their knowledge and skills with utilizing technology, the district-adopted Learning Management System (e.g., Canvas), supplemental instructional applications and subscriptions (e.g., Lexia, ST Math) that teachers are using to support student learning, and will provide parent training in specific areas identified by students' academic, social, emotional and/or behavioral needs.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$93,100.00
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	$295,472.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$70,177.00
Title III	$22,923.00

Subtotal of additional federal funds included for this school: $93,100.00

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	$196,219.00
LCFF - Intervention	$6,153.00

Subtotal of state or local funds included for this school: $202,372.00

Total of federal, state, and/or local funds for this school: $295,472.00

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	70,177.00	0.00
Title III	22,923.00	0.00
LCFF	196,219.00	0.00
LCFF - Intervention	6,153.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	196,219.00
LCFF - Intervention	6,153.00
Title I	70,177.00
Title III	22,923.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	24,365.00
2000-2999: Classified Personnel Salaries	LCFF	62,215.00
4000-4999: Books And Supplies	LCFF	83,764.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,125.00
5700-5799: Transfers Of Direct Costs	LCFF	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	18,000.00
5900: Communications	LCFF	250.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,153.00
1000-1999: Certificated Personnel Salaries	Title I	30,763.00

4000-4999: Books And Supplies	Title I	10,614.00
5700-5799: Transfers Of Direct Costs	Title I	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,800.00
1000-1999: Certificated Personnel Salaries	Title III	7,383.00
4000-4999: Books And Supplies	Title III	6,540.00
5000-5999: Services And Other Operating Expenditures	Title III	7,500.00
5700-5799: Transfers Of Direct Costs	Title III	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	221,699.00
Goal 2	70,265.00
Goal 3	3,508.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dr. Andres Santamaria	Principal
Kelley Elrod	Classroom Teacher
Alec Hess	Classroom Teacher
GinaMarie Alvarez	Classroom Teacher
Naomi Aguilera	Other School Staff
Eva Gomez	Parent or Community Member
Maria Magana	Parent or Community Member
Liz Robles-Ramirez	Parent or Community Member
Veronica Munoz	Parent or Community Member
Patricia Washington	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 8, 2022.

Attested:

Principal, Dr. Andres Santamaria on June 8, 2022

SSC Chairperson, Mrs. Maria Magana on June 8, 2022

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Attested:

	Principal, Dr. Andres Santamaria on June 8, 2022
	SSC Chairperson, Mrs. Maria Magana on June 8, 2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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: Dr. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section D: Action Items

Approval of Provisional Internship Permit in Math for Alexander Nielsen for the 2022-23 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Provisional Internship Permit: Single Subject Math for Alexander Nielsen to serve as a 6th – 8th grade Math Teacher at Marshall, K-8 until employee completes a credential program and secures a credential.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Provisional Internship Permit for Alexander Nielsen, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section D: Action Items

Approval of a Variable Term Service Waiver in Speech Language Pathology for Alexa Hanson for the 2022-23 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Variable Term Service Waiver in Speech Language Pathology, as described under Education Code: 44265.3, for Alexa Hanson to serve as a Speech Language Pathologist at Curren, K-8 for the 2022-23 school year, until the employee completes a credential program and secures a credential.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director, Certificated Human Resources that the Board of Trustees approve the Variable Term Service Waiver in Speech Language Pathology, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section D: Action Items

Approval of Emergency Bilingual Cross-Cultural Language in Academic Development ("BCLAD") Waivers for the 2022-23 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for an Emergency BCLAD Waiver, as described under Education Code 4453.3, for the following employees:

Employee	Site	Grade/Class
Lissette Gonzales	Lemonwood	TK/DLI
Vanessa Hernandez	Driffill	6/DLI
Maria Rivera	Lemonwood	6/DLI
Gabriella Torres	Lemonwood	TK/DLI

to serve as Dual Language Instruction (DLI) teachers, as detailed above, for the 2022-23 school year until employees receive a BCLAD.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Emergency BCLAD Waivers for the 2022-23 school year, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section D: Action Items

Approval of Provisional Internship Permits in Special Education, Mild to Moderate, for the 2022-23 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Provisional Internship Permit in Special Education, Mild to Moderate, for the following employees:

Employee	Site	Grade/Class
Laura De La Cruz	Lopez/Kamala	6-8/RSP
Rosa Bustamante	Curren/Fremont	K-8/RSP
Maribel Mendoza	Chavez/Ritchen	K-5/MM

to serve as a Special Education, Mild to Moderate teacher for the 2022-2023 school year as detailed above, until employees complete a credential program and secure a credential.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Provisional Internship Permits, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres **Date of Meeting:** August 24, 2022

Agenda Section: Section D: Action Items

Approval of Provisional Internship Permits in Special Education, Moderate to Severe, for the 2022-23 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Provisional Internship Permit in Special Education, Moderate to Severe, for the following employees:

Employee	Site	Grade/Class
Monica Fernandez	Driffill	2-3/MS
Jasmine Melendez	Fremont	6-8/MS

to serve as Special Education, Moderate to Severe teachers for the 2022-2023 school year, as detailed above, until employees secure a credential.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Provisional Internship Permits, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort, Ed.D.

Date of Meeting: August 24, 2022

Agenda Section: Section D: Action Items

Approval of 2021-22 Compensation Increase for Cabinet Member Employees (Aguilera-Fort)

Certificated and Classified employees including Management and Confidential employees have received a compensation increase retroactive to the 2021-2022 school year. The Superintendent recommends the Board consider approval of the same salary increase for members of the Cabinet. The Cabinet members include: the Assistant Superintendent, Human Resources[1], Assistant Superintendent of Educational Services/Chief Academic Officer[2], and the Interim Assistant Superintendent, Business and Fiscal Services.

The recommended salary increase is as follows:

4.5% on-schedule retroactive to July 1, 2021; and 2.0% off-schedule bonus for the 2021-22 fiscal year.

FISCAL IMPACT:
$ 34,615.34 to be paid out of LCFF, ESSER and General Fund

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees approve the 2021-2022 compensation package as detailed above.

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[1] Dr. Torres will receive payment only through his last day with the District on August 19, 2022.

[2] On this Board Agenda the Board is considering approval of an employment agreement for Dr. Anabolena DeGenna to serve as Associate Superintendent beginning on September 1, 2022. If approved, this retro payment will be only through August 31, 2022.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort **Date of Meeting:** August 24, 2022

Agenda Section: Section D: Action Items

Consideration of Approval of Third Amendment to Employment Agreement Between Oxnard School District and Dr. Karling Aguilera-Fort, Superintendent (Robles-Solis)

The Board completed the evaluation of the Superintendent in June 2022. Considering the positive evaluation of the Superintendent, Board President Robles-Solis recommends the approval of a salary increase of 4.5%, a 2% off schedule one-time bonus retroactive to July 1, 2021, and an extension of the Superintendent's current contract term to June 30, 2026.

FISCAL IMPACT:
$23,900.00, to be paid out of the General Fund.

RECOMMENDATION:
It is recommended that the Board of Trustees approve the Third Amendment to the Employment Agreement Between the Oxnard School District and Dr. Karling Aguilera-Fort, Superintendent, as presented.

ADDITIONAL MATERIALS:

Attached: Third Contact Amendment Karling Aguilera Fort August 24 2022 (2 pages)

THIRD AMENDMENT TO EMPLOYMENT AGREEMENT BETWEEN THE OXNARD SCHOOL DISTRICT AND DR. KARLING AGUILERA-FORT, SUPERINTENDENT

This Third Amendment to the Employment Agreement ("Third Amendment") is made and entered into this 24th day of August 2022 between the Oxnard School District ("District") and Dr. Karling Aguilera-Fort, Superintendent ("Superintendent"). This Third Amendment amends the Employment Agreement entered into between the District and Superintendent effective July 1, 2019 and the First and Second Amendments as follows:

Article 1 Term

Article 1 shall be replaced as follows:

TERM OF AGREEMENT: The District hereby employs the District Superintendent and the District Superintendent agrees to be employed as Oxnard School District Superintendent for a term of four (4) years commencing July 1, 2022, and ending June 30, 2026, subject to the terms and conditions set forth herein. For purposes of the automatic reelection provision of Education Code Section 35031, the term of this agreement shall be four (4) years.

Article 4 Salary

Article 4, Section 4.1.2 shall be replaced as follows:

4.1.2 The salary of the Superintendent shall be increased by four and a half (4.5) percent retroactive to July 1, 2021. In addition, the Superintendent shall be paid a two (2) percent off schedule one-time bonus retroactive to July 1, 2021.

Article 4, Section 4.4 shall be replaced as follows:

4.4 Longevity Increments. The Superintendent shall be entitled to an additional longevity increment of 1.5% at the beginning of his 4th and 7th year of continuous service. The Superintendent shall be entitled to a longevity increment of 2.5% at the beginning of his 10th, 13th and 16th year of continuous service.

Article 7 Retirement Benefits

Article 7, Section 7.1. shall be added as follows:

7.1 If the Superintendent retires from the District, the District shall contribute the full amount of the Superintendent's coverage for group health, vision, and dental

insurance until the employee reaches age sixty-nine (69) or is eligible for Medicare from the Superintendent's own earnings, whichever comes first. If the Superintendent is eligible for Medicare prior to reaching the age of 69, the District's health insurance contribution shall provide secondary supplemental coverage to Medicare A and B until age 69.

Article 8 Vacation

Article 8, Section 8.1. shall be revised as follows:

8.1 The 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 Superintendent at the beginning of each school year. The Superintendent may accrue up to thirty (30) days of unused vacation to carry over into the next school year. The Superintendent may cash out accrued vacation days above twenty days at any time during the year at the Superintendent's daily rate of pay. Any remaining days in excess of thirty (30) days will be cashed out at the Superintendent's daily rate of pay and will be paid on or about ~~June 30~~ July 31 of each year of this Agreement.

Article 12 Additional Benefits

Article 12, Section 12.2.1. shall be added as follows

12.2.1 The Superintendent shall be entitled to the doctoral stipend earned by certificated managers in the District.

For the Board of Trustees:

By: _____
Veronica Robles Solis, President

Date of Acceptance: _____ _____
Dr. Karling Aguilera-Fort, Superintendent

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort **Date of Meeting:** August 24, 2022

Agenda Section: Section D: Action Items

Consideration of Approval of Employment Agreement Between Oxnard School District and Dr. Anabolena DeGenna, Associate Superintendent, Educational Services/Chief Academic Officer (Aguilera-Fort)

The Superintendent completed the evaluation of the Assistant Superintendent, Educational Services, in July 2022. Considering the positive evaluation of the Assistant Superintendent, Educational Services, the Superintendent recommends that the Board approve promoting Dr. Anabolena DeGenna to the position of Associate Superintendent, Educational Services/Chief Academic Officer. This new title reflects the increased responsibilities and expectations of this position going forward.

FISCAL IMPACT:
$750.00 Doctoral Stipend, to be paid from the General Fund. The salary is based on the current salary.

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees approve the Employment Agreement Between the Oxnard School District and Dr. Anabolena DeGenna, Associate Superintendent, Educational Services/Chief Academic Officer, as presented.

ADDITIONAL MATERIALS:
Attached: Employment Agreement Associate Superintendent (10 pages)

EMPLOYMENT AGREEMENT
FOR ASSOCIATE SUPERINTENDENT,
EDUCATIONAL SERVICES/CHIEF ACADEMIC OFFICER
OXNARD SCHOOL DISTRICT

This Agreement is entered into on the 24th day of August 2022, by and between the Board of Trustees ("Board") of, and on behalf of, the Oxnard School District ("District"), and Dr. Anabolena DeGenna ("Associate Superintendent"), and constitutes a bilateral and binding Contract between the parties.

NOW THEREFORE, in consideration of the provisions and mutual promises contained herein, the District and the Associate Superintendent agree to the following:

1. TERM OF AGREEMENT: The District hereby employs the Associate Superintendent and the Associate Superintendent agrees to be employed as the District's Associate Superintendent for a term commencing September 1, 2022 and ending June 30, 2025, subject to the terms and conditions set forth herein.

2. DUTIES AND RESPONSIBILITIES

   2.1 The Associate Superintendent shall faithfully perform the duties and responsibilities of the Associate Superintendent of Educational Services as imposed by the laws of the state of California and as further described in the District's job description. 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 Associate Superintendent are to be performed and executed by the Associate 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 Associate 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 Associate Superintendent shall have a work year consisting of 246 work days plus 15 legal and school holidays. See Article 7 regarding vacation leave.

   2.5 The Associate 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 Associate 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 Associate Superintendent's performance of her duties under this Agreement.

4. SALARY:

4.1 The salary of the Associate Superintendent shall be One hundred eighty- seven thousand six hundred forty-one dollars and thirty-seven cents ($187,641.37) 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 Associate Superintendent. Increases in the annual base salary shall be merit-based and shall be dependent upon the Associate Superintendent accomplishing or satisfying predetermined goals and objectives. The District Superintendent shall develop these goals and objectives with the assistance and input of the Associate 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 evaluation 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 In addition to the compensation and benefits described in Articles 4 and 7, the Associate Superintendent shall be provided with group health and welfare benefits currently available to certificated management. Group health and welfare benefits may be amended, changed, or modified by approval or resolution of the Board.

5.2 Post-Retirement Benefits Eligibility
If Associate Superintendent retires from the District, the District shall contribute the full amount of the Associate Superintendent's coverage for group health, vision, and dental insurance until the Associate Superintendent reaches age sixty-nine (69) or is eligible for Medicare from the Associate

Superintendent's own earnings, whichever comes first. If the Associate Superintendent is eligible for Medicare prior to reaching the age of 69, the District's health insurance contribution shall provide secondary supplemental coverage to Medicare A and B until age 69.

6. OTHER BENEFITS:

6.1 The Associate Superintendent shall be entitled to the doctoral stipend earned by certificated managers in the District.

7. SICK LEAVE: The Associate Superintendent shall receive twelve (12) days paid sick leave per year.

8. VACATION:

8.1 The Associate 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 Associate Superintendent at the beginning of each school year. The Associate 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 Associate Superintendent's daily rate of pay and will be paid by July 31st of each year of this Agreement beginning in 2023.

8.2 In addition, the Associate Superintendent is entitled to the same holidays granted management employees.

8.3 In the event of termination of this Agreement, the Associate 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.

9. EXPENSES: In accordance with its policies, the District shall reimburse the Associate 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 Associate Superintendent duties, including but not limited to expenses related to conferences, seminars, and travel. The Associate Superintendent shall submit receipts, invoices and an itemized list of expenses in support of a reimbursement request.

10. TRANSPORTATION: The Associate 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.

11. PROFESSIONAL GROWTH

11.1 The District encourages the Associate 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 Associate Superintendent to perform her professional duties. The Associate 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.

11.2 The District shall provide a reasonable amount of time for the Associate Superintendent to participate in such professional growth activities.

11.3 The Associate 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.

11.4 The Associate 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.

11.5 The District shall pay the Associate Superintendent's annual dues to two (2) professional organization of the Associate Superintendent's choice.

12. PROFESSIONAL LIABILITY

12.1 The District agrees that it shall defend, hold harmless and indemnify the Associate Superintendent from any demands, claims, actions, suits, or legal proceedings brought against the Associate 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 Associate Superintendent on a matter which the Board deems in the best interest of the District to settle, the Associate Superintendent

agrees to assume full responsibility for her own defense should he pursue the matter.

12.2 The provisions of Article 11 shall not apply to any action brought against the Associate 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.

13. GOALS AND OBJECTIVES: Within six months of the effective date of this Agreement, the Associate Superintendent and the District Superintendent shall jointly develop Goals and Objectives for the performance of the Associate Superintendent. These goals and objectives shall be among the criteria by which the Associate Superintendent is evaluated pursuant to Article 13 below.

14. REPORTING AND EVALUATION

14.1 The Superintendent shall evaluate and assess, in writing, the performance of the Associate Superintendent at least once each year during the term of this Agreement. Said evaluations shall be conducted in accordance with District policies and procedures.

14.2 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

15. REPRESENTATION AND WARRANTIES

15.1 Each party agrees that as a material inducement by the District to enter into this Agreement, the Associate 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.

15.2 The Associate 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.

15.3 The Associate Superintendent represents and warrants that he 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.

16. TERMINATION OF EMPLOYMENT

16.1 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.

16.2 Termination for Cause

16.2.1.1 The District reserves the right to unilaterally terminate this Agreement for cause and without the consent of the Associate Superintendent. Cause, under this Agreement is defined as any of the following:

16.2.1.2 The failure or inability of the Associate Superintendent to perform any substantial duties required under this Agreement, including failure to meet the written Goals and Objectives.

16.2.1.3 The commission by the Associate Superintendent of any act of dishonesty, fraud, misrepresentation, or other acts of moral turpitude.

16.2.1.4 A substantial breach of any covenant or condition of this Agreement by the Associate Superintendent, or a substantial breach of any representation or warranty made by the Associate Superintendent in this Agreement.

16.2.1.5 The commission or omission of any act by the Associate Superintendent which could constitute a permissible "for cause" termination under federal or California law.

16.2.1.6 Should the District terminate this Agreement for cause, as defined above, the District shall give written notice to the Associate 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 Associate Superintendent's right to challenge said decision in Superior Court pursuant to a breach of contract theory.

16.3 Termination At Will

16.3.1 The District reserves the right to terminate this Agreement "at will," without alleging or demonstrating cause and without the consent of the Associate Superintendent. Any such termination shall be in writing and shall specify the effective date of the termination.

16.3.2 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 Associate 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.

16.3.3 The Associate 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.

16.3.4 The parties also agree that in consideration for the receipt of the liquidated damages described in Article 15.3.2, the Associate Superintendent shall:

16.3.4.1 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.

16.3.4.2 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.

16.3.4.3 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 Associate 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."

16.3.5 The Associate 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 Associate Superintendent, but shall not exceed thirty days beyond the date of notice unless otherwise approved by the Board.

16.3.6 The District shall not be required to pay the liquidated damages described in Article 15.3.2 in the event that the Associate Superintendent exercises her right to unilaterally terminate this Agreement.

16.3.7 Should the Associate 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.

16.3.8 Notwithstanding any other provision of this Agreement, should the Associate Superintendent be convicted of any crime involving the abuse of her position while employed with the District, including, but not limited to, waste, fraud, violation of law under color of authority, or a crime against public justice, including, but not limited to, any crime specified in Title 7 (commencing with Section 92) of Part 1 of the California Penal Code, the Associate Superintendent shall reimburse the District for:

16.3.8.1 Any salary paid to the Associate Superintendent while on administrative leave pending an investigation into allegations of on-the-job misconduct;

16.3.8.2 Any settlement proceeds paid for termination of this Agreement, including, but not limited to, those specified in section 15.3.8 above; or

16.3.8.3 Any funds the District paid or advanced to the Associate Superintendent for purposes of her criminal defense against any charges involving abuse of her

position while employed by the District, as set forth above.

17. RENEWAL OF AGREEMENT. The District may, but is not required to, notify the Associate Superintendent of its intent to continue to employ the Associate 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 Associate Superintendent with notification of its intent not to renew the Agreement in writing and delivered not later than sixty (60) 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 Associate Superintendent at least sixty (60) days prior to its expiration.

18. 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.

19. AMENDMENT. Any amendment to this Agreement must be in writing and signed by the parties.

20. 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.

21. 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.

22. 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.

23. COUNTERPARTS. The District and the Associate 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 HEREIN 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 Associate Superintendent of Educational Services/Chief Academic Officer of the Oxnard School District.

Date of Acceptance: _____, 2022 _____
Dr. Anabolena DeGenna

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort **Date of Meeting:** August 24, 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:

- August 3, 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 August 3 2022 Regular Board Meeting (20 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. Katalina Martinez, Member
Ms. Debra M. Cordes, Member

ADMINISTRATION
Karling Aguilera-Fort, Ed.D.
District Superintendent
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services
Ms. Valerie Mitchell, MPPA
Interim Assistant Superintendent,
Business & Fiscal Services
Dr. Victor M. Torres
Assistant Superintendent,
Human Resources

MINUTES
REGULAR BOARD MEETING
Wednesday, August 3, 2022

5:00 PM - Open Meeting
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)

Clerk Lopez called the meeting to order at 5:05 p.m.

Present: Trustees Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, and Jarely Lopez. Also in attendance were Superintendent Karling Aguilera-Fort, Assistant Superintendent Anabolena DeGenna, Assistant Superintendent Victor Torres, Interim Assistant Superintendent Valerie Mitchell, and Executive Assistant Lydia Lugo Dominguez.

A.2. Pledge of Allegiance to the Flag

Dr. Aguilera-Fort, Superintendent, led the audience in the Pledge of Allegiance.

A.3. Adoption of Agenda (Superintendent)

The agenda was adopted as presented.

Motion #22-01 Adoption of Agenda as Presented
Mover: Debra Cordes
Seconder: Katalina Martinez
Moved To: Adopt
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

A.4. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

There were no comments.

A.5. Closed Session

The Board convened to closed session at 5:07 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
   - OAH Case #2022030173
   - OAH Case #2022030238
     OAH Case #2022030860
   - 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. 21-06 (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
- Public Employee Appointment
- Principals

5. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:

- Public Employee(s) Evaluation
- Assistant Superintendents

A.6. Reconvene to Open Session (7:00 PM)

The Board reconvened to open session at 7:09 p.m.

A.7. Report Out of Closed Session

Clerk Lopez reported that the Board would be convening back into closed session at the end of the regular meeting.

A.8. Introduction of Newly Appointed Oxnard School District Administrator (Aguilera-Fort)

Superintendent Aguilera-Fort introduced Ms. Deicy Ramirez, newly appointed Assistant Principal, to the Board of Trustees.

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 presented.

Motion #22-02 Approval of Consent Agenda as Presented
Mover: Debra Cordes
Seconder: Katalina Martinez
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

C.1. Enrollment Report (Mitchell)
As presented.

C.2. Approval and Adoption of the June 2022 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program (Mitchell/CFW)
As presented.

C.3. Approval of Disclosure of Collective Bargaining Agreement with CSEA (Mitchell/Crandall Plasencia)
As presented.

C.4. Approval of Disclosure of Collective Bargaining Agreement with Management and Confidential (Mitchell/Crandall Plasencia)
As presented.

C.5. Approval of Destruction of Records (Mitchell/Franz)
As presented.

C.6. Approval of the 2021-22 Quarterly Report on Williams Uniform Complaints, Fourth Quarter (Torres)
As presented.

C.7. Personnel Actions (Torres/Batista/Torres)
As presented.

C.8. Establishment and Abolishment of Positions (Torres/Torres)
As presented.

Section C: APPROVAL OF AGREEMENTS

C.9. Approval of Amendment #1 to Agreement #22-43 – Terra Firma Enterprises (Torres/Magana)
To provide technical assistance to the Oxnard School District to design, develop and implement an Active Shooter Drill for the District's Incident Management Team, in the amount not to exceed $8,580.00, to be paid out of Safety Credits.

C.10. Approval of Amendment #1 to Agreement #22-52 – Restorative Justice Services, LLC (DeGenna/Nocero)
To cover an additional day of Restorative Justice training for Administrative Staff and teachers during the 2022-2023 school year, in the amount of $4,500.00, to be paid out of the General Fund.

C.11. Approval of Agreement #22-55 – Positive Adventures, LLC (DeGenna/Shea)
To provide an Educational Outdoor Program for 5th grade classes from 17 school sites in Oxnard School District, August 4, 2022 through June 30, 2023, in the amount of $221,085.00, to be paid out of ELOP Funds.

C.12. Approval of Agreement #22-59 – 3E Consulting Group (DeGenna/Thomas)
To design and deliver customized professional learning to middle school teachers with a focus area of integrating equity principles into grading policies and practices, August 11-12, 2022, in the amount not to exceed $14,500.00, to be paid out of Title II funds.

C.13. Approval of Agreement #22-60 – Antonio F. Jimenez Jimenez (DeGenna/Fox)
To provide In-Person Professional Development for 4th-6th grade Spanish DLI teachers on August 11-12, 2022, in the amount not to exceed $3,200.00, to be paid out of Supplemental Concentration Funds.

C.14. Approval of Agreement #22-61 – Center for Teaching for Biliteracy (DeGenna/Fox)
To provide In-Person Professional Development for Dual Language Principals on August 10, 2022, in the amount not to exceed $4,000.00, to be paid out of Title II Funds.

C.15. Approval of Agreement #22-65 – FoodCorps Inc. (Mitchell/Lugotoff)
To acquire a new FoodCorps service member who will work at designated school service sites to implement District designated healthy school culture initiatives, August 8, 2022 through July 7, 2023, in the amount not to exceed $10,000.00, to be paid out of CNS Funds.

C.16. Approval of Agreement #22-67 – McGraw Hill LLC (DeGenna/Fox)
To provide In-Person Professional Development on "TK World of Wonders" for TK teachers on August 10, 2022, in the amount not to exceed $2,500.00, to be paid with UTK Planning & Implementation Funds.

C.17. Approval of Agreement #22-68 – TouchMath (DeGenna/Jefferson)
To provide Professional Development for Moderate Severe teachers, August 4, 2022 through June 30, 2025, in the amount not to exceed $22,500.00, to be paid out of Special Education Learning Recovery funds.

C.18. Ratification of Agreement #22-69 – Acceleration Behavioral Therapies (DeGenna/Jefferson)
To provide consultant services to the Special Education Services Department during the 2022-2023 school year inclusive of applied behavioral therapy and related services, including direct behavioral intervention, development, implementation, and supervision for students as requested or assigned by their school for services, July 1, 2022 through June 30, 2023, in the amount not to exceed $400,000.00, to be paid out of Special Education Funds.

C.19. Approval of Agreement #22-72 – Jennifer Schexnayder (DeGenna/Prater)
To provide twenty-one (21) days of Professional Learning and Strategic Planning for TK-5th grade teachers, August 4, 2022 through June 30, 2023, in the amount not to exceed $26,250.00, to be paid out of Supplemental Concentration Funds.

C.20. Approval of Agreement #22-74 – Karen S. Recinos (DeGenna/Prater)
To provide twenty-one (21) days of Professional Learning and Strategic Planning for TK-5th grade teachers, August 4, 2022 through June 30, 2023, in the amount not to exceed $26,250.00, to be paid out of Supplemental Concentration Funds.

C.21. Approval of Agreement #22-75 - Diane Turini-Mize, LMFT, SEP (DeGenna/Nocero)
To provide individual and/or family psychotherapy for students in Kindergarten - 8th grade, August 17, 2022 through June 30, 2023, in the amount not to exceed $92,000.00, to be paid out of MAA Funds.

C.22. Approval of Agreement #22-77 – Art Trek Inc. (DeGenna/Rubin)
To provide on-site/in person Art Trek Site Instructors for art lessons in grades K-5th at Kamala School, August 17, 2022 through June 15, 2023, in the amount not to Exceed $14,535.00, to be paid out of Supplemental Concentration Funds.

C.23. Approval of Agreement/MOU #22-79 – The Coalition for Family Harmony (DeGenna/Nocero)
To provide trained facilitators to work in conjunction with school Assistant Principals, Counselors, and Outreach Specialists, to coordinate and facilitate Teen Dating Violence Education Groups at all schools for K-8th grade girls, and Bystander Groups for K-8th grade boys, August 5, 2022 – June 30, 2023, at no cost to Oxnard School District.

C.24. Approval of Agreement/MOU #22-80, Children's Resource Program/Ventura County Medical Resource Foundation (DeGenna/Nocero)
To ensure that all children in Ventura County can obtain health care regardless of access to

health insurance or families' ability to pay for health care, August 5, 2022 through June 30, 2023, at no cost to Oxnard School District.

C.25. Approval of Agreement #22-86 – ATX Learning, LLC (DeGenna/Jefferson)
To provide temporary supplemental staffing in the areas of Physical Therapist, Speech Language Pathologist, and Special Education Teacher to assist with students' Individualized Education Program's (IEP's), August 16, 2022 through June 16, 2023, in the amount of not to exceed $911,000.00, to be paid out of Special Education Funds.

C.26. Approval of Agreement #22-88 – Clinicas Del Camino Real Inc. (DeGenna/Nocero)
To provide dental preventative services to students in grades TK-8th, August 4, 2022 – June 30, 2023, at no cost to Oxnard School District.

C.27. Approval of Agreement/MOU #22-89 – Interface Children and Family Services (DeGenna/Nocero)
To provide trained staff to work in conjunction with school administrators and staff to coordinate and facilitate Youth Crisis Outreach, Family Violence Intervention Services and Mental Health Services, August 4, 2022 through June 30, 2023, at no cost to Oxnard School District.

C.28. Approval of Agreement #22-90 – Insight Neuropsychology (DeGenna/Jefferson)
To provide Independent Education Evaluator Services to the Special Education Department during the 2022-2023 academic year to complete psychoeducational evaluations, August 4, 2022 through June 30, 2023, in the amount not to exceed $24,000.00, to be paid out of Special Education Funds.

C.29. Approval of Agreement #22-91 – PRIDE Learning Co. (DeGenna/Jefferson)
To provide reading, writing, and comprehension support to students selected or assigned by the Special Education Department, August 4, 2022 through June 30, 2023, in the amount of $100,000.00, to be paid out of Special Education Funds.

C.30. Approval of Agreement/MOU #22-92, County of Ventura (DeGenna/Nocero)
To provide representation at meetings convened by the Oxnard School District (OSD) to review program, conduct teen pregnancy prevention workshops at identified sites throughout OSD, provide nursing consultation to OSD staff and collaborative partners, and facilitate and advocate for the delivery of appropriate services to meet the health needs of the client, August 4, 2022 through June 30, 2023, at no cost to Oxnard School District.

C.31. Approval of Agreement #22-93 – Neuropsychology Partners (DeGenna/Jefferson)
To provide Independent Education Evaluator Services for the Special Education Services Department, August 4, 2022 through June 30, 2023, in the amount of $6,000.00, to be paid out of Special Education Funds.

C.32. Approval of Agreement #22-95, Ventura County Public Health (DeGenna/Nocero)
To provide free nutrition education and health promotion services for children and families at various Oxnard School District sites, August 4, 2022 through June 30, 2023, at no cost to Oxnard School District.

C.33. Approval of Agreement/MOU #22-96 – R.M. Pyles Boys Camp (DeGenna/Nocero)
For a youth leadership and character development program for selected economically disadvantaged boys 12-14 years of age, August 4, 2022 through June 30, 2023, at no cost to Oxnard School District.

C.34. Approval of Agreement/MOU #22-97 – Livingston Memorial Visiting Nurses Association (DeGenna/Nocero)
To provide grief and bereavement services for OSD students, families, and staff, August 4, 2022 through June 30, 2023, at no cost to Oxnard School District.

Section C: RATIFICATION OF AGREEMENTS

C.35. Ratification of Amendment #3 to Agreement #20-76 with Merrill Educational Center, Non-Public School, NPS (DeGenna/Jefferson)
For providing a program of instruction which is consistent with the pupil's individual educational plan, to cover the cost of additional services that were rendered through June 2022 and Extended School Year services rendered from July 1, 2022 through July 29, 2022, in the amount of $11,665.66, to be paid out of Special Education funds.

C.36. Ratification of Amendment #1 to Agreement #21-92 – Inclusive Education & Community Partnership (DeGenna/Jefferson)
To adjust the final total cost for providing behavior support services and 1 to 1 behavioral therapist services through the end of the 2021-22 fiscal year, in the amount not to exceed $33,000.00, to be paid out of Special Education Funds.

C.37. Ratification of Amendment #1 to Agreement #21-117 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
To adjust the previous estimated cost for Special Circumstances Paraeducator Services (SCP's) for student #SR112811 due to a clerical error, in the amount of $1,236.40, to be paid out of Special Education Funds.

C.38. Ratification of Amendment #1 to Agreement #21-181 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
To adjust the previous estimated cost for Special Circumstances Paraeducator Services (SCP's) for student #DP010810 due to a clerical error, in the amount of $684.60, to be paid out of Special Education Funds.

C.39. Ratification of Amendment #1 to Agreement #21-185 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
To adjust the previous estimated cost for Special Circumstances Paraeducator Services (SCP's) for student #JB080313 due to a clerical error, in the amount of $423.00, to be paid out of Special Education Funds.

C.40. Ratification of Amendment #1 to Agreement #21-191 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
To adjust the previous estimated cost for for Special Circumstances Paraeducator Services (SCP's) for students #DG052310, #JM111710, #IH081410, #IO111109, #JN090409, and #DS080410 due to a clerical error, in the amount of $7,074.66, to be paid out of Special Education Funds.

C.41. Ratification of Agreement #21-219 – Ojai Unified School District for Oxnard School District to provide DHH Services (DeGenna/Jefferson)
For Oxnard School District to provide a program of instruction for Ojai Unified School District student #RS082617 during the 2021-2022 school year which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement, the amount of $50,062.06 to be reimbursed to Oxnard School District.

C.42. Ratification of Agreement #21-220 – Ocean View School District for Oxnard School District to provide DHH Services (DeGenna/Jefferson)
For Oxnard School District to provide a program of instruction for Ocean View School District student #AA080514 during the 2021-2022 school year, including Extended School Year (ESY), which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement, the amount of $35,601.26 to be reimbursed to Oxnard School District.

C.43. Ratification of Agreement #21-221 – Hueneme School District for Oxnard School District to provide DHH Services (DeGenna/Jefferson)
For Oxnard School District to provide a program of instruction which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement for Hueneme School District student #EG082714 during the 2021-2022 school year, including Extended School Year (ESY), the amount of $35,601.26 to be reimbursed to Oxnard School District.

C.44. Ratification of Agreement #21-222 – Hueneme School District for Oxnard School District to Provide DHH Services (DeGenna/Jefferson)
For Oxnard School District to provide a program of instruction which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement for Hueneme School District student #JE011916 during the 2021-2022 school year, including

Extended School Year (ESY), the amount of $35,601.26 to be reimbursed to Oxnard School District.

C.45. Ratification of Agreement #21-223 – Hueneme School District for Oxnard School District to Provide DHH Services (DeGenna/Jefferson)

For Oxnard School District to provide a program of instruction which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement for Hueneme School District student #VN042612 during the 2021-2022 school year, including Extended School Year (ESY), the amount of $35,601.26 to be reimbursed to Oxnard School District.

C.46. Ratification of Agreement #22-56 – KONE Inc. (Mitchell/Miller)

To monitor, perform, maintain, and provide all compliance safety testing of the vertical conveyance equipment for 12 elevators and 2 wheelchair lifts at schools, July 1, 2022 through June 30, 2025, in the three-year amount of $171,535.68, to be paid out of Routine Restricted Maintenance funds.

C.47. Ratification of Agreement #22-62 – California State University Channel Islands (Torres/Batista)

For Oxnard School District to provide practice teaching experience to students enrolled in various authorized credential programs for public school service, July 1, 2022 through June 30, 2025, at no cost to Oxnard School District.

C.48. Ratification of Agreement #22-63 – California State University Channel Islands (Torres/Batista)

For Oxnard School District to provide practice teaching experience to students enrolled in the Early Childhood Studies program of CSUCI, July 1, 2022 through June 30, 2025, at no cost to Oxnard School District.

C.49. Ratification of Agreement/MOU #22-66 – Catalyst Family (DeGenna/Valdes)

To establish the terms for the use of preschool classrooms between the Oxnard School District and Catalyst Family (formerly Continuing Development Inc.) to operate a Preschool Program at the Harrington Early Childhood Development Center, July 1, 2022 through June 30, 2023, the amount of $40,752.00 to be paid to Oxnard School District by Catalyst Family.

C.50. Ratification of Agreement #22-70 – Ventura County Office of Education (DeGenna/Jefferson)

To provide Transportation Services for Special Education students as needed, July 1, 2022 through June 30, 2023, in the amount not to exceed $350,000.00, to be paid out of Special Education Funds.

C.51. Ratification of Agreement #22-71 – DISA Global Solutions Inc. dba/Advanced Workplace Strategies Inc. (Mitchell/Galvan)
To implement and administer a comprehensive Anti-Drug and Alcohol Program for Non-DOT District employees, July 1, 2022 through June 30, 2023, in the amount not to exceed $3,000.00, to be paid out of the General Fund.

C.52. Ratification of Agreement #22-73 – IXL Learning (DeGenna/Jefferson)
To provide Professional Development for Resource Specialist and Mild to Moderate teachers, July 1, 2022 through June 30, 2023, in the amount not to exceed $995.00, to be paid out of Special Education Learning Recovery Funds.

C.53. Ratification of Agreement #22-76 – Maxim Healthcare Staffing Services Inc. (DeGenna/Nocero)
To provide Professional Development for Resource Specialist and Mild to Moderate teachers, July 1, 2022 through June 30, 2023, in the amount not to exceed $995.00, to be paid out of Special Education Learning Recovery Funds.

C.54. Ratification of Agreement #22-78 – City Impact Inc. (DeGenna/Jefferson)
To provide Individual Student and/or Group Therapy Services, and Social/Emotional Testing and Assessment to include report, for the Special Education Services Department during the period of July 1, 2022 through June 30, 2023, in the amount not to exceed $800,000.00, to be paid out of Special Education Funds.

C.55. Ratification of Agreement #22-81 – Therapy Travelers (DeGenna/Jefferson)
To provide supplemental staffing to the Oxnard School District in the areas of Speech Language Pathologist, Speech Language Pathologist Assistant, Speech Language Pathologist – CFY, Occupational Therapist, Occupational Therapist Assistant, Physical Therapist, Physical Therapist Assistant, Psychologist, Behavior Therapists and School Nurses, on an "as needed" basis, July 1, 2022 through July 31, 2023, in the amount not to exceed $700,000.00, to be paid out of Special Education Funds.

C.56. Ratification of Agreement #22-82 – Maxim Healthcare Staffing Services Inc. (DeGenna/Jefferson)
To provide supplemental staffing to the Special Education Services Department on an "as needed" basis in the areas of Speech Language Therapist, Behavior Technicians, Occupational Therapist, Psychologist, and LVN, July 1, 2022 through June 30, 2023, in the amount not to exceed $300,000.00, to be paid out of Special Education Funds.

C.57. Ratification of Agreement #22-83 – CompHealth Medical Staffing (DeGenna/Jefferson)
To provide temporary service to Oxnard School District students which may include direct and consultative services as needed for the positions of Physical Therapist, Speech Language Pathologist, and COTA/PT, July 1, 2022 through June 30, 2023, in the amount not to exceed $140,000.00, to be paid out of Special Education Funds.

C.58. Ratification of Agreement #22-87 – ProCare Therapy (DeGenna/Jefferson)
To provide supplemental staffing to the Oxnard School District on an "as needed" basis in the areas of Speech Language Pathologist, Speech Language Teletherapist, Speech Language Pathologist Assistant, Physical Therapy, and School Psychologist, July 1, 2022 through June 30, 2023, in the amount not to exceed $280,000.00, to be paid out of Special Education Funds.

C.59. Ratification of Agreement #22-94 – Wildlife Experience Inc. (DeGenna/Shea)
To provide a "Wild Safari" program at Curren, Kamala, Lemonwood, and Ramona during the Summer Program, July 8, 2022 through July 22, 2022, in the amount of $1,819.00, to be paid out of ELOP Funds.

C.60. Ratification of Agreement #22-98 - Action Preparedness Training (DeGenna/Nocero)
To provide CPR training and First Aid training to teachers and support staff, August 3, 2022 through June 30, 2023, in the amount not to exceed $4,500.00, to be paid out of the General Fund.

C.61. Ratification of Agreement #22-99 – Drumtime (DeGenna/Shea)
To provide thirteen 50-minute drum circles for K-2 students during the Summer Program, July 8, 2022 through July 29, 2022, in the amount of $3,250.00, to be paid out of ELOP Funds.

C.62. Ratification of Agreement #22-100 – Tawni's Ponies & Petting Farm Inc. (DeGenna/Shea)
To provide a petting zoo for students in the Oxnard School District during the Summer Program, July 8, 2022 through July 29, 2022, in the amount of $1,900.00, to be paid out of ELOP Funds.

C.63. Ratification of Agreement/MOU #22-101 – Mobile Zoo of Southern California (DeGenna/Shea)
To provide a "Barnyard Bonanza Petting Zoo" and "Cool Critters Show" for students at Curren, Kamala, and Ramona during the Summer Program, July 8, 2022 through July 29, 2022, in the amount not to exceed $5,891.00, to be paid out of ELOP Funds.

C.64 Ratification of Agreement #22-102 – National University (Torres/Batista)
For Oxnard School District to provide National University students with intern services through various educational programs, July 1, 2022 through June 30, 2025, at no cost to Oxnard School District.

C.65. Ratification of Agreement #22-103 – National University (Torres/Batista)
For Oxnard School District to to provide National University students with student teaching or practicum field experience, July 1, 2022 through June 30, 2025, at no cost to Oxnard School District.

C.66. Ratification of Agreement #22-104 – Sunrise Physical Therapy Services Inc. (Torres/Magana)

To provide ergonomic jobsite evaluations and training, follow-up visits, or group training sessions as requested during the 2022-2023 fiscal year to reduce workplace injury, July 1, 2022 through June 30, 2023, in the amount not to exceed $28,160.14, to be paid out of Ergonomic Funds.

Section D: ACTION ITEMS

D.1. Approval of Tentative Agreement #22-105 with the California School Employees Association, Chapter 272 ("CSEA") regarding Salary and Revisions to the Collective Bargaining Agreement for the 2021-2022 School Year (Torres)

Dr. Victor Torres, Assistant Superintendent, Human Resources, recommended the Board's approval of the Tentative Agreement #22-105 with the California School Employees Association, Chapter 272 ("CSEA") regarding salary and revisions to the Collective Bargaining Agreement for the 2021-2022 School Year.

Motion #22-03 Approval of Tentative Agreement #22-105 with the California School Employees Association, Chapter 272 ("CSEA") regarding Salary and Revisions to the Collective Bargaining Agreement for the 2021-2022 School Year
Mover: Katalina Martinez
Seconder: Debra Cordes
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

D.2. Approval of Revised 2021-22 Compensation for Management and Confidential Employees (Torres)

Dr. Victor Torres, Assistant Superintendent, Human Resources, recommended the Board's approval of the revised 2021-22 compensation for Management and Confidential Employees.

Motion #22-04 Approval of Revised 2021-22 Compensation for Management and Confidential Employees
Mover: Monica Madrigal Lopez
Seconder: Katalina Martinez
Moved To: Approve
Ayes: 3 - Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Abstain: 1 - Debra Cordes
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

D.3. Approval of Emergency Bilingual Cross-Cultural Language in Academic Development ("BCLAD") for 2022-23 for Ana Vasquez (Torres/Batista)

Dr. Victor Torres, Assistant Superintendent, Human Resources, recommended the Board's approval of an Emergency Bilingual Cross-Cultural Language in Academic Development ("BCLAD") for 2022-23 for Ana Vasquez.

Motion #22-05 Approval of Emergency Bilingual Cross-Cultural Language in Academic Development ("BCLAD") for 2022-23 for Ana Vasquez
Mover: Debra Cordes
Seconder: Monica Madrigal Lopez
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

D.4. Approval of Provisional Internship Permit in Math for Stephanie Lopez for the 2022-23 School Year (Torres/Batista)

Dr. Victor Torres, Assistant Superintendent, Human Resources, recommended the Board's approval of a Provisional Internship Permit in Math for Stephanie Lopez for the 2022-23 School Year.

Motion #22-06 Approval of Provisional Internship Permit in Math for Stephanie Lopez for the 2022-23 School Year
Mover: Debra Cordes
Seconder: Katalina Martinez
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

D.5. Approval of a Provisional Internship Permit in Special Education for the 2022-2023 School Year for Samantha Orosco (Torres/Batista)

Dr. Victor Torres, Assistant Superintendent, Human Resources, recommended the Board's approval of a Provisional Internship Permit in Special Education for the 2022-2023 School Year for Samantha Orosco.

Motion #22-07 Approval of Provisional Internship Permit in Special Education for the 2022-2023 School Year for Samantha Orosco
Mover: Monica Madrigal Lopez
Seconder: Katalina Martinez

Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

D.6. Approval of Provisional Internship Permit in Spanish for the 2022-23 School Year for Virginia Ramirez (Torres/Batista)

Dr. Victor Torres, Assistant Superintendent, Human Resources, recommended the Board's approval of a Provisional Internship Permit in Spanish for the 2022-23 School Year for Virginia Ramirez.

Motion #22-08 Approval of Provisional Internship Permit in Spanish for the 2022-23 School Year for Virginia Ramirez
Mover: Katalina Martinez
Seconder: Debra Cordes
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

D.7. Approval of Variable Term Waiver: Pupil Personnel Services Credential, School Counseling and California Basic Educational Skills Test ("CBEST") Waiver for Ruby Marron for the 2022-2023 School Year (Torres/Batista)

Dr. Victor Torres, Assistant Superintendent, Human Resources, recommended the Board's approval of a Variable Term Waiver: Pupil Personnel Services Credential, School Counseling and California Basic Educational Skills Test ("CBEST") Waiver for Ruby Marron for the 2022-2023 School Year.

Motion #22-09 Approval of Variable Term Waiver: Pupil Personnel Services Credential, School Counseling and California Basic Educational Skills Test ("CBEST") Waiver for Ruby Marron for the 2022-2023 School Year
Mover: Debra Cordes
Seconder: Katalina Martinez
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Section E: APPROVAL OF MINUTES

E.1. Approval of Minutes (Aguilera-Fort)

The Board approved minutes of Board meetings as presented:

- April 20, 2022 Regular Meeting
- May 4, 2022 Regular Meeting
- May 18, 2022 Regular Meeting
- June 1, 2022 Regular Meeting
- June 8, 2022 Special Meeting
- June 22, 2022 Regular Meeting
- June 28, 2022 Special Meeting

Motion #22-10 Approval of Minutes of Board Meetings as Presented - April 20, 2022 Regular Meeting, May 4, 2022 Regular Meeting, May 18, 2022 Regular Meeting, June 1, 2022 Regular Meeting, June 8, 2022 Special Meeting, June 22, 2022 Regular Meeting, and June 28, 2022 Special Meeting
Mover: Debra Cordes
Seconder: Monica Madrigal Lopez
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Section F: BOARD POLICIES

F.1. Second Reading and Adoption of Revisions to Board Policy AR/BP 5148.2 Before/Afterschool Programs (DeGenna/Shea)

Dr. Ana DeGenna, Assistant Superintendent, Educational Services, presented the revisions to Board Policy AR/BP 5148.2 Before/Afterschool Programs for second reading and adoption.

Motion #22-11 Adoption of Revisions to Board Policy AR/BP 5148.2 Before/Afterschool Programs
Mover: Katalina Martinez
Seconder: Debra Cordes
Moved To: Adopt
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Section G: CONCLUSION

G.1. Superintendent's Report (3 minutes)

Dr. Aguilera-Fort

- Summer School Program
- NSPRA Leadership in School Communication Program
- CALSA Summer Institute
- OSD Wild Wild Ride BBQ
- Congratulations and thank you to Dr. Marlene Batista

G.2. Trustees' Announcements (3 minutes each speaker)

Debra Cordes

- looking forward to start of school year

Katalina Martinez

- welcome teachers to another school year
- thank you to summer school teachers

Monica Madrigal Lopez

- welcome all teachers and students to a new school year
- thank you to the afterschool program for all their work during summer school

Jarely Lopez

- thank you to teachers, staff, custodians and everyone that worked over the summer

Closed Session

The Board reconvened to closed session at 7:38 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
   - OAH Case #2022030173
   - OAH Case #2022030238
     OAH Case #2022030860
   - 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. 21-06 (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
- Public Employee Appointment
- Principals

5.Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:

- Public Employee(s) Evaluation
- Assistant Superintendents

Reconvene to Open Session

The Board reconvened to open session at 8:38 p.m.

Report Out of Closed Session

Clerk Lopez reported on the following actions taken in closed session:

Motion #22-12 Approval of Settlement Agreement - OAH Case # 2022030173
Mover: Katalina Martinez
Seconder: Monica Madrigal Lopez
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Motion #22-13 Approval of Settlement Agreement - OAH Case # 2022030238
Mover: Katalina Martinez
Seconder: Monica Madrigal Lopez
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Motion #22-14 Approval of Settlement Agreement - OAH Case # 2022030860
Mover: Debra Cordes
Seconder: Katalina Martinez
Moved To: Approve
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Motion #22-15 Acceptance of Recommendation for Suspended Expulsion – Case No. 21-06
Mover: Debra Cordes
Seconder: Katalina Martinez
Moved To: Accept
Ayes: 3 - Debra Cordes, Monica Madrigal Lopez, Jarely Lopez
Nays: 1 - Katalina Martinez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Motion #22-16 Approval of Recommendation to Dismiss Classified Employee No. 8803
(*voted on 6/22/22 and reported out 8/3/22 after all appeal rights had been exhausted*)
Mover: Katalina Martinez
Seconder: Jarely Lopez
Moved To: Approve
Ayes: 5 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez, Veronica Robles-Solis
Motion Result: Passed

Motion #22-17 Appointment of Javier Tapia as Principal
Mover: Debra Cordes
Seconder: Katalina Martinez
Moved To: Appoint
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Motion #22-18 Appointment of Lauren Janckila as Principal
Mover: Monica Madrigal Lopez
Seconder: Jarely Lopez
Moved To: Appoint
Ayes: 3 - Debra Cordes, Monica Madrigal Lopez, Jarely Lopez
Abstain: 1 - Katalina Martinez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

G.3. ADJOURNMENT

Clerk Lopez adjourned the meeting at 8:40 p.m.

Motion to Adjourn
Mover: Debra Cordes
Seconder: Monica Madrigal Lopez
Moved To: Adjourn
Ayes: 4 - Debra Cordes, Katalina Martinez, Monica Madrigal Lopez, Jarely Lopez
Absent: 1 - Veronica Robles-Solis
Motion Result: Passed

Karling Aguilera-Fort, Ed.D.

District Superintendent and
Secretary to the Board of Trustees

By our signature below, given on this 24th day of August, 2022, the Board of Trustees of the Oxnard School District approves the Minutes of the Regular Board Meeting of August 3, 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: Karling Aguilera-Fort **Date of Meeting:** August 24, 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:** August 24, 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:** August 24, 2022

Agenda Section: Section G: Conclusion

ADJOURNMENT

Moved:
Seconded:
Vote:

Time Adjourned _____

ROLL CALL VOTE:

Cordes___, Martinez ___, Madrigal Lopez ___, 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, August 19, 2022.

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A