OXNARD SCHOOL DISTRICT

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

BOARD OF TRUSTEES
Veronica Robles-Solis, President
Jarely Lopez, Clerk
Rose Gonzales, Member
MaryAnn Rodriguez, Member
Monica Madrigal Lopez, Member

ADMINISTRATION
Anabolena DeGenna, Ed.D.
Interim Superintendent
Valerie Mitchell, MPPA
Assistant Superintendent,
Business & Fiscal Services
Natalia Torres, Ed.D.
Assistant Superintendent,
Human Resources

AGENDA
REGULAR BOARD MEETING
Wednesday, August 23, 2023

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

ROLL CALL VOTE:

Madrigal Lopez ___, Rodriguez___ , Gonzales ___ , Lopez___, Robles-Solis ___

A.2. Pledge of Allegiance to the Flag
Dr. Ginger Shea, Director, Enrichment & Specialized Programs, will introduce Kevin Missael Rojas Camacho, 7th grade student at Frank 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 Erik Jesus Maldonado Espadas, 6th grade student at Frank School, and in Spanish by Janet Guadalupe Verduzco, 7th grade student at Chavez School.

A.4. Presentation on Summer School Programs (DeGenna/Fox/Shea)
Dr. Ginger Shea, Director, Enrichment & Specialized Programs, will provide a short presentation to the Board regarding the district's summer programs. 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:

Madrigal Lopez ___, Rodriguez___ , Gonzales ___ , 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 Associate Superintendent of Educational Services. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker. The Board will now convene in closed session to consider the items listed under Closed Session.

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
   - OAH Case #2023050250
   - OAH Case #2023050814
   - Anticipated Litigation:

- Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 2 cases

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

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. Introduction of Newly Appointed Oxnard School District School Resource Officers (DeGenna/Fox/Nocero)
Corporal Jon Ballow and Officer Jesus Ramirez, newly appointed Oxnard School District School Resource Officers, will be introduced 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)
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:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

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

C.1. Approval of Community Advisory Committee Representative (DeGenna/Jefferson)
It is the recommendation of the Interim Superintendent and the Director, Special Education Services, that the Board of Trustees approve the appointment of Maritza Perez Gutiérrez as the SELPA Community Advisory Committee Representative for the 2023-24 and 2024-25 school years, as presented.

C.2. Request for Approval of Out of State Conference Attendance (DeGenna)
It is the recommendation of the Interim Superintendent that the Board of Trustees approve out of state conference attendance for Dr. Ana DeGenna to attend the Association of Latino Administrators and Superintendents' (ALAS) 20th Anniversary Summit, October 4-6, 2023 in San Antonio, TX and the Superintendents Leadership Academy's (SLA) Graduation Ceremony, May 17-18, 2024 in Washington, DC, in the amount not to exceed $3,800.00 for both events, to be paid from the General Fund.

C.3. Approval and Adoption of the June 2023 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program (Mitchell/CFW)
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, in consultation with Caldwell Flores Winters (CFW), that the Board of Trustees accept and adopt the June 2023 Semi-Annual Implementation Program Update as an adjustment to the Master Construct and Implementation Program, and direct staff and CFW to proceed with the adjustments to the Program for immediate implementation, as presented.

C.4. Establishment of Positions (Torres/Fuentes)
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the establishment of positions, as presented.

C.5. Personnel Actions (Torres/Fuentes)
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the Personnel Actions, as presented.

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

C.6. Approval of Agreement #23-83 – Center for Teaching for Biliteracy (DeGenna/Fox)
It is the recommendation of the Executive Director, Teaching & Learning, and the Interim Superintendent, that the Board of Trustees approve Agreement #23-83 with Center for Teaching

for Biliteracy, to provide virtual and in-person Professional Development in the area of Dual Language Programs to 4th & 5th grade DLI teachers, Principals and TOSA's, August 24, 2023 through June 30, 2024, in the amount not to exceed $159,000.00, to be paid out of Title II funds.

C.7. Approval of Agreement #23-84, California Association for Bilingual Education (DeGenna/Fox/Ruvalcaba)
It is the recommendation of the Manager, Equity, Family & Community Engagement, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees approve Agreement #23-84 with California Association for Bilingual Education, to partner with Oxnard School District to help support Plaza Comunitaria, an adult Spanish literacy program (primary and secondary), October 1, 2023 through June 30, 2024, in the amount not to exceed $12,000.00, to be paid out of Title III funds.

C.8. Approval of Agreement #23-87, Dr. David Garcia (DeGenna/Fox/Ruvalcaba)
It is the recommendation of the Manager, Equity, Family & Community Engagement, the Executive Director, Teaching and Learning, and the Interim Superintendent, that the Board of Trustees approve Agreement #23-87 with Dr. David Garcia, to provide two 2-hour workshops around learning and teaching local history to better understand the communities we serve, September 21, 2023 & December 7, 2023, in the amount not to exceed $12,000.00, to be paid out of Educator Effectiveness Funds.

C.9. Approval of Agreement #23-92 – Segale Consulting Services, LLC (Torres/Magana)
It is the recommendation of the Risk Manager and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #23-92 with Segale Consulting Services, LLC, to provide a 3-hour training regarding insurance coverage and procedures to help Oxnard School District staff better understand the various risks involved in contracts with vendors, suppliers, contractors, and the corresponding insurance coverages to protect the district against loss caused by the other contractual party, August 24, 2023 through June 30, 2024, in the amount not to exceed $600.00, to be paid out of Safety Credits.

C.10. Approval of Agreement #23-95 – Strategos International LLC (Torres/Magana)
It is the recommendation of the Risk Manager and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #23-95 with Strategos International LLC, to design, develop, and implement a 4-hour Active Shooter Intruder Response Training for up to 1,700 staff members, October 9 & 10, 2023, in the amount not to exceed $70,550.00, to be paid out of Safety Credits.

C.11. Approval of Agreement #23-96 – Heinemann (DeGenna/Fox)
It is the recommendation of the Executive Director, Teaching & Learning, and the Interim Superintendent that the Board of Trustees approve Agreement #23-96 with Heinemann, to provide in-person onsite Professional Development for Coaching & Follow Up Support for Literacy Specialists, August 24, 2023 through June 30, 2024, in the amount not to exceed $57,600.00, to be paid out of ELOP Funds.

C.12. Approval of Agreement #23-98 with C Below Inc. for Underground Utility Investigation Services for the new ECDC Facilities at Driffill School (Mitchell/Miller/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in conjunction with CFW, that the Board of Trustees approve Agreement #23-98 with C Below Inc., for the performance of an underground survey to locate and identify

all underground utilities at the ECDC Facilities at Driffill School, August 24, 2023 - August 23, 2024, in the amount of $8,430.00, to be paid from a combination of funds from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program and capital fund balances.

C.13. Approval of Agreement #23-99 with Construction Testing & Engineering South Inc. DBA/Universal Engineering Sciences (UES) for Lab of Record Special Testing & Inspection Services for the New ECDC Facilities at Driffill School (Mitchell/Miller/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in conjunction with CFW, that the Board of Trustees approve Agreement #23-99 with UES for Lab of Record Special Testing and Inspection Services for the new ECDC facilities at Driffill, in the amount of $28,645.00, to be paid from a combination of funds from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program and capital fund balances.

C.14. Approval of Agreement #23-100 for Inspector of Record (IOR) Services with Kenco Construction Services, Inc., for the New ECDC Facilities at Driffill (Mitchell/Miller/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in conjunction with CFW, that the Board of Trustees approve Agreement #23-100 with Kenco Construction Services, Inc., for Inspector of Record (IOR) Services for the new ECDC facilities at Driffill, in the amount of $158,760.00, to be paid from a combination of funds from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program and capital fund balances.

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

C.15. Ratification of Amendment #2 to Agreement #22-69 – Acceleration Behavioral Therapies (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Amendment #2 to Agreement #22-69 with Acceleration Behavioral Therapies, to close out supplemental staffing services for the 2022-2023 fiscal year, in the amount of $34,195.00, to be paid out of Special Education Funds.

C.16. Ratification of Amendment #2 to Agreement #22-120 – Alternative Behavior Strategies, LLC (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Amendment #2 to Agreement #22-120 with Alternative Behavior Strategies, LLC, to close out Applied Behavioral Therapy and related services for the 2022-2023 fiscal year, in the amount not to exceed $50,000.00, to be paid out of Special Education Funds.

C.17. Ratification of Amendment #1 to Agreement #22-143 - Ventura County Office of Education/SELPA (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Amendment #1 to Agreement #22-143 with Ventura County Office of Education/SELPA, to close out Home/ Hospital teaching services for the 2022-2023 fiscal year, in the amount of $662.00, to be paid out of Special Education Funds.

C.18. Ratification of Amendment #1 to Agreement #22-187 - Ventura County Office of

Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Amendment #1 to Agreement #22-187 with the Ventura County Office of Education, to adjust the previous estimated cost for providing Special Circumstances Paraeducators (SCP's) services for the 2022-2023 school year, including Extended School Year, for student #JM111710, due to the addition of a Bus Aide, in the amount of $3,103.00, to be paid from Special Education Funds.

C.19. Ratification of Amendment #1 to Agreement #22-188 – Salus Campus Solutions (DeGenna/Fox/Nocero)
It is the recommendation of the Director, Pupil Services, the Executive Director, Teaching & Learning, and the Interim Superintendent that the Board of Trustees ratify Amendment #1 to Agreement #22-188 with Salus Campus Solutions, for additional school site assessment and project with Soria school during the 2022-2023 school year, in the amount of $3,200.00, to be paid out of Block Grant Funding.

C.20. Ratification of Agreement #22-255 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Agreement #22-255 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's) for Student #JV120313 for the 2022-2023 school year, including Extended School Year, in the amount of $10,646.00, to be paid out of Special Education Funds.

C.21. Ratification of Agreement #23-77 – Jennifer Schexnayder (DeGenna/Fox/Haber)
It is the recommendation of the Manager, Mathematics, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-77 with Jennifer Schexnayder, to provide professional learning to support implementation of mathematics instruction and professional learning centered around Oxnard School District's Mathematics Pedagogy Statement, July 1, 2023 through June 30, 2024, in the amount not to exceed $48,800.00, to be paid out of Supplemental Concentration Funds.

C.22. Ratification of Agreement #23-78 – The Prophet Corp./Gopher Sport (DeGenna/Fox/Haber)
It is the recommendation of the Manager, Mathematics, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-78 with The Prophet Corp./Gopher Sport, to provide professional development for SPARK PE Implementation Workshops, July 1, 2023 through June 30, 2024, in the amount not to exceed $20,000.00, to be paid out of Educator Effectiveness Block Grant Funds.

C.23. Ratification of Agreement #23-79 – LEGO Education (DeGenna/Fox)
It is the recommendation of the Executive Director, Teaching& Learning and the Interim Superintendent that the Board of Trustees ratify Agreement #23-79 with LEGO Education, to provide professional development to TK/K SDC, DLI, and SDC teachers and paraprofessionals for the implementation of LEGO Education: LEGO Learning Systems, August 10, 2023 through June 30, 2024, in the amount of $26,940.00, to be paid out of Supplemental Concentration Funds.

C.24. Ratification of Agreement #23-80 – MIND Education (DeGenna/Fox/Haber)
It is the recommendation of the Manager, Mathematics, the Executive Director, Teaching and

Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-80 with MIND Education, to provide professional learning to support implementation of mathematics instruction and professional learning centered around Oxnard School District's Mathematics Pedagogy Statement, July 1, 2023 through June 30, 2025, in the amount not to exceed $30,000.00, to be paid out of Supplemental Concentration Funds.

C.25. Ratification of Agreement #23-82 – Karen Recinos (DeGenna/Fox/Haber)
It is the recommendation of the Manager, Mathematics, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-82 with Karen Recinos, to provide professional learning to support implementation of mathematics instruction and professional learning centered around Oxnard School District's Mathematics Pedagogy Statement, July 1, 2023 through June 30, 2024, in the amount not to exceed $48,800.00, to be paid out of Supplemental Concentration Funds.

C.26. Ratification of Agreement #23-85 - Action Preparedness Training (DeGenna/Fox/Nocero/Shea)
It is the recommendation of the Director, Pupil Services, the Director, Enrichment & Specialized Programs, the Executive Director, Teaching & Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-85 with Action Preparedness Training, to provide CPR training and First Aid training to teachers and support staff as needed, August 1, 2023 through June 30, 2024, in the amount not to exceed $4,500.00 to be paid as follows: $2,925.00 out of the General Fund and $1,575.00 out of Expanded Learning Opportunity Program Funds.

C.27. Ratification of Memorandum of Understanding #23-86 with the California Department of Education for Karen Sher to be a Visiting Educator for Two (2) Years (Torres)
It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees ratify Memorandum of Understanding #23-86 with the California Department of Education (CDE) for the assignment of District employee, Karen Sher, to the California Department of Education; Instruction, Measurement and Administration Branch, August 14, 2023 through August 14, 2025, as presented. CDE will reimburse OSD for the employee's salary and benefits via a standard agreement contract.

C.28. Ratification of Agreement #23-91 – Learning Genie Inc. (DeGenna/Fox)
It is the recommendation of the Executive Director, Teaching & Learning and the Interim Superintendent that the Board of Trustees ratify Agreement #23-91 with Learning Genie Inc., to provide professional development on the use of the platform to record Desired Results Developmental Profile (DRDP) assessment data for TK students, including collecting assessment data, entering ratings (Scores), running reports to assist teachers in planning instruction, and reporting outcomes, August 10, 2023 through June 30, 2024, in the amount not to exceed $4,999.00, to be paid out of Supplemental Concentration Funds.

C.29. Ratification of Agreement #23-97 – Epic Special Education Staffing (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Agreement #23-97 with Epic Special Education Staffing, to provide supplemental staffing to the Oxnard School District on an "as needed" basis, July 27, 2023 through July 31, 2024, in the amount not to exceed $770,000.00, to be paid out of Special Education Funds

C.30. Ratification of Agreement #23-101 - Diane Turini-Mize, LMFT, SEP

(DeGenna/Fox/Nocero)
It is the recommendation of the Director, Pupil Services, the Executive Director, Teaching & Learning and the Interim Superintendent that the Board of Trustees ratify Agreement #23-101 with Diane Turini-Mize, to provide individual and/or family psychotherapy for students in Kindergarten - 8th grade in the Oxnard School District, August 16, 2023 through June 30, 2024, in the amount not to exceed $92,000.00, to be paid out of MAA Funds.

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

D.1. Approval of SPSA's for 2023-2024 School Year - School Plans for Student Achievement-20 Schools (DeGenna/Fox/Thomas)
It is the recommendation of the Interim Superintendent, the Executive Director, Teaching & Learning, and the Director of School Performance and Student Outcomes that the Board of Trustees approve the SPSA's for 2023-2024 School Year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

D.2. Request for Authorization for District Staff to Negotiate a Project Labor Agreement for the Fremont Reconstruction Project (DeGenna)
It is the recommendation of the Interim Superintendent that the Board of Trustees authorize District staff to negotiate a new Project Labor Agreement for the Fremont Reconstruction Project.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

D.3. Request for Approval of Acting Associate Superintendent, Educational Services Employment Agreement (DeGenna)
It is the recommendation of the Interim Superintendent that the Board of Trustees approve the employment agreement for Dr. Aracely Fox, Acting Associate Superintendent, Educational Services, August 24, 2023 through June 30, 2024, in the amount of $202,400.00.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

D.4. Approval of a Provisional Internship Permit in Special Education, Mild to Moderate Support Needs, for Nektaria Raptodimos to Serve as a Seventh and Eighth Grade Resource Teacher at Curren School and Laura De La Cruz to Serve as a Sixth, Seventh and Eighth Grade Resource Teacher at Driffill School for the 2023-24 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 Special Education, Mild to Moderate Support Needs, for Nektaria Raptodimos to serve as a Seventh and Eighth Grade Resource Teacher at Curren School and Laura De La Cruz to serve as a Sixth, Seventh and Eighth Grade Resource Teacher at Driffill School for the 2023-24 School Year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

D.5. Approval of a Provisional Internship Permit in Special Education, Extensive Support Needs, for Nancy Amezquita to Serve as a Second and Third Grade Moderate to Severe teacher at McAuliffe School (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 a Provisional Internship Permit (PIP) in Special Education, Extensive Support Needs for Nancy Amezquita to serve as a second and third grade moderate to severe teacher at McAuliffe School for the 2023-24 school year

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

D.6. Approval of a Variable Waiver for Multiple Subject, BCLAD, Basic Skills for Linda Hernandez Quintana to Serve as a Dual Language Instruction (DLI), Fifth Grade Teacher at McKinna School for the 2023-2024 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 Multiple Subject Program, BCLAD, and Basic Skills waiver for Linda Hernandez Quintana to serve as a Dual

Language Instruction (DLI), fifth grade teacher at McKinna School for the 2023-24 school year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

D.7. Approval of an Administrative Service Credential Waiver for Jonathan Lever to Serve as Assistant Principal at Lemonwood School for the 2023-2024 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 Administrative Service Credential waiver for Jonathan Lever to serve as an Assistant Principal at Lemonwood School for the 2023-24 school year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

Section F: BOARD POLICIES
(These are presented for discussion or study. Action may be taken at the discretion of the Board.)

F.1. Second Reading and Adoption – Revisions to BP 3555 Nutrition Program Compliance (Mitchell/Lugotoff)
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, and Director of Child Nutrition Services that the Board of Trustees approve and adopt the revisions to Board Policy BP 3555, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

F.2. Second Reading and Adoption – Revisions to E 9270 Conflict of Interest (Mitchell)
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, that the Board of Trustees approve and adopt the revisions to Board Policy E 9270, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez___, Rodriguez ___, Gonzales ___, Lopez ___, Robles-Solis ___

Section G: CONCLUSION

G.1. Interim Superintendent's Report (3 minutes)
A brief report will be presented concerning noteworthy activities of district staff, matters of general interest to the Board, and pertinent and timely state and federal legislation.

G.2. Trustees' Announcements (3 minutes each speaker)
The trustees' report is provided for the purpose of making announcements, providing conference and visitation summaries, coordinating meeting dates, identifying board representation on committees, and providing other information of general interest.

G.3. ADJOURNMENT
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez ___, Rodriguez___ , Gonzales ___ , Lopez___, Robles-Solis ___

Anabolena DeGenna, Ed. D.
Interim 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 18th, 2023.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

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 Associate Superintendent of Educational Services. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker.

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

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

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
   - OAH Case #2023050250
   - OAH Case #2023050814
   - Anticipated Litigation:
   - Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 2 cases

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

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

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: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section A: Preliminary

Report Out of Closed Session

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

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section A: Preliminary

Introduction of Newly Appointed Oxnard School District School Resource Officers (DeGenna/Fox/Nocero)

Corporal Jon Ballow and Officer Jesus Ramirez, newly appointed Oxnard School District School Resource Officers, will be introduced to the Board of Trustees.

FISCAL IMPACT:
N/A

RECOMMENDATION:
None - information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

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. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Consent Agenda

Approval of Community Advisory Committee Representative (DeGenna/Jefferson)

The Education code requires that all Special Education Local Plan Areas (SELPAs) maintain a Community Advisory Committee (CAC). the CAC is an advisory group that provides input to the SELPA's Local Plan. The committee is composed of parents of students with disabilities, general and special education teachers, specialists, and other school personnel or representatives of community agencies concerned with the needs of individuals with disabilities. According to the Education Code, one-half or more of the CAC members shall be parents of students in school districts. CAC membership shall be appointed by District governing boards and appointment shall be for a period of two years.

The district has received applications for CAC membership and requests Board approval for the appointment of Maritza Perez Gutiérrez, Oxnard resident and parent of a child attending Oxnard School District, to serve a two-year term as the Oxnard School District Representative to the SELPA CAC for the 23-24 and 24-25 school years.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Interim Superintendent and the Special Education Director that the Board of Trustees approve the appointment of the Community Advisory Committee Representative as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Consent Agenda

Request for Approval of Out of State Conference Attendance (DeGenna)

Interim Superintendent Ana DeGenna has been accepted to participate in the Association of Latino Administrators and Superintendents' (ALAS) Superintendents Leadership Academy (SLA). ALAS seeks dedicated and aspiring Latino superintendents in their development of the knowledge and networking skills necessary to lead a school district. The selection process is highly competitive due to the limited number of participants as designed by the cohort model. Ideally, candidates are serving at a cabinet-level position.

Participants are required to attend program sessions held monthly beginning in September and ending in May of the following year. The program is comprised of a combination of virtual and in-person sessions covering various content strands. Participants are provided required readings, assignments, and activities as part of each session. Participants will not be allowed to complete the program if they miss more than one session.

The Board's approval is requested for Dr. DeGenna to attend the two in-person sessions scheduled out of state. The 20th Anniversary Summit is scheduled for October 4-6, 2023 in San Antonio, TX. Graduation from the Academy is scheduled for May 17-18, 2024 in Washington, DC.

FISCAL IMPACT:
Not to exceed $3,800.00 for travel and lodging for both events, to be paid from the General Fund.

RECOMMENDATION:
It is the recommendation of the Interim Superintendent that the Board of Trustees approve out of state conference attendance for Dr. Ana DeGenna to attend the ALAS 20th Anniversary Summit, October 4-6, 2023 in San Antonio, TX and the SLA Graduation Ceremony, May 17-18, 2024 in Washington, DC, as outlined above.

ADDITIONAL MATERIALS:

Attached: ALAS SLA Calendar 2023-24 (1 page)

SLA CALENDAR 2023-24

SEPTEMBER 08-09	ZOOM
OCTOBER 04-06	ALAS 20TH ANNIVERSARY SUMMIT (SAN ANTONIO, TEXAS)
NOVEMBER 17-18	ZOOM
DECEMBER 15-16	ZOOM
JANUARY 19-20	ZOOM
FEBRUARY 15-17	AASA CONFERENCE (SAN DIEGO,CA)
MARCH 15-16	ZOOM
APRIL 19-20	ZOOM
MAY 17-18	GRADUATION (WASHINGTON D.C.)

Zoom sessions will be conducted on Fridays for two hours (6pm - 8pm EST and 3pm - 5pm PST) and Saturdays for six hours (10am - 4pm EST and 7am - 1pm PST)

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Consent Agenda

Approval and Adoption of the June 2023 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program (Mitchell/CFW)

At the June 21, 2023 regularly scheduled board meeting, the Board received the June 2023 Semi-Annual Implementation Program Update as an adjustment to the Master Construct and Implementation Program (Program) and received a detailed presentation by CFW.

The June 2023 Report provides the 21st semi-annual update to the Master Construct and Implementation Program ("Program") to the Oxnard School District ("District") Board of Trustees ("Board"). The report links the progress of the original 2013 Reconfiguration and Implementation Program, and the subsequent Master Construct and Implementation Program adopted by the Board in 2016 with the Enhanced Master Construct Program adopted by the Board in June 2022. It reflects the status of the Program since the last January 2023 six-month update (adopted by the Board in February 2023) and the time of this document's publishing in June 2023. The report provides Program updates on the educational and facilities implementation components, as well as the funding and sequencing requirements to implement the Program. Assessments and recommendations are provided for consideration and action by the Board for implementation over the next six-month period.

FISCAL IMPACT:

The Master Construct and Implementation Program includes the use of general obligation bond authorizations, available local developer fees, and State modernization and new construction grants as previously approved by the Board. The update includes a preliminary integration of the Enhanced Master Construct Program adopted by the Board in June 2022. Previous phases include a total estimated sources and uses of approximately $265.3 million with an estimated ending program reserve of $922,621. Approximately $267.9 million is estimated in costs across all selected school sites for remaining facilities improvements and for remaining land acquisition COP payments. An additional Program Reserve of $44.3 million is recommended. The total integrated budget includes $312.2 million in remaining estimated project improvements to be funded over the proposed remaining phases.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, in consultation with CFW, that the Board accepts and adopts the June 2023 Semi-Annual Implementation Program Update as an adjustment to the Master Construct and Implementation Program and the Board directs staff and CFW to proceed with the adjustments to the Program for immediate implementation.

ADDITIONAL MATERIALS:

Attached: June 2023 Semi-Annual Implementation Program Update Report (53 pages)

June 2023

OXNARD SCHOOL DISTRICT

MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM

Semi-Annual Report to the Board of Trustees

CFW INC.

Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite 106
Oxnard, CA 93035

2163 Harbor Bay Parkway
Alameda, CA 94502

521 N. 1st Avenue
Arcadia, CA 91006

For:

Oxnard School District
1051 South A Street
Oxnard, CA 93030

Board of Trustees
Veronica Robles-Solis, President
Jarely Lopez, Clerk
MaryAnn Rodriguez, Trustee
Monica Madrigal Lopez, Trustee
Rose Gonzales, Trustee

District Administrators
Dr. Karling Aguilera-Fort, Superintendent
Dr. Ana DeGenna, Associate Superintendent, Educational Services
Valerie Mitchell, Assistant Superintendent, Business and Fiscal Services
Dr. Natalia Torres, Assistant Superintendent, Human Resources
Dana Miller, Director of Facilities

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SECTION 1

PROGRAM SUMMARY

Caldwell Flores Winters, Inc. ("CFW") is pleased to present the twenty-first semi-annual update to the Master Construct and Implementation Program. The report links the progress of the original 2013 Reconfiguration and Implementation Program, and the subsequent Master Construct and Implementation Program adopted by the Oxnard School District Board of Trustees ("Board") in 2016 with the Enhanced Master Construct Program ("Program") adopted by the Board in June 2022. It reflects the status of the Program since the last January 2023 six-month update adopted by the Board in February 2023. The report provides program updates on the educational and facilities implementation components, as well as the funding and sequencing requirements to implement the Program. Assessments and recommendations are provided for consideration and action by the Board for implementation over the next six-month period. Moving forward, updates to this report will be referred collectively as the Enhanced Master Construct Program.

The District is in its third year of implementation of the "Student Profile" that details the attributes and knowledge a student must demonstrate at the end of eighth grade when matriculating to high school. The goal is to create a more intellectually challenging curriculum by integrating the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) with an aligned curriculum and instructional methods that promotes student engagement and exploration. In addition, the District continues to expand opportunities for younger learners to succeed in school by offering transitional kindergarten (TK) to all four-year-old children with full implementation in the 2024-25 school year. The District is also interested in establishing and expanding a Community Schools program that will require additional facility space at selected sites in which agencies can offer services to the families and students at the school site. The passage of Proposition 28 in November 2022 will also impact the Program by directing funds to support fine arts programs at all schools and while most of the money will be spent on teachers and equipment, additional facility space will likely be needed for the full implementation of the program at school sites.

The 21st Century specifications adopted by the Board and the classrooms and support facilities designed and built support the instructional shifts that are being required to implement these programs. Since 2014, the District has been an early leader in the expansion of Title 5 compliant transitional kindergarten (TK), kindergarten (K) and "kinder flex" facilities, including Early Childhood Development Centers (ECDC). Local specifications have also promoted the design of specialty spaces in support of CCSS and NGSS facility requirements (e.g. science and performing arts labs, piano labs, et,). The District has also been supportive of creating community spaces wherever possible at its school sites. The projects approved by the Board under the Enhanced Master Construct Program have been successful in securing local and state funding

for additional classrooms and facilities in support of the implementation of the above educational initiatives.

The Program has led to the design of eight new 21ST Century schools, the construction of 6 such schools to date with the completion of the seventh school expected in 2023. In addition, it has led to the construction of two Early Childhood Development Centers (ECDC) with a third in design, the acquisition of 2 school sites, and the design and approval of two elementary schools for modernization. It has also provided for the expansion of construction of TK/K and special education "flex-facilities" at four elementary school sites, and 21st Century science labs at select schools.

The Enhanced Master Construct Program has identified projects to be undertaken over the remaining three phases for the plan of improvement. Ritchen, Ramona, McAuliffe, and Brekke K-5 schools have been identified as in need of equivalent 21st Century classroom improvements and reconstruction of select support facilities. Driffill, Chavez, Kamala and Curren K-8 schools need similar 21st Century improvements to classrooms, and upgrade or reconstruction of support facilities. The K-5 component of Marshall school is also in need of 21st Century upgrades. At the middle school level, Frank needs 21st Century upgrades throughout its existing facilities. Fremont and Lopez are now old, have met their useful life, and in need of replacement to meet the planned level of enrollment. Additional TK/K/SDC and ECDC facilities are required to house district students and meet state standards.

The Rose Avenue reconstruction project is currently scheduled to be completed in 2023. Coordination between the current Rose Avenue reconstruction project and the proposed design of the ECDC project at Rose Avenue is underway subject to Board review and approval in the Fall. Architectural proposals have been reviewed for the reconstruction of Fremont Middle School with a design firm expected to be selected for the Board's consideration in August followed by selection of lease leaseback agent to further assist in design and agency approvals. The new ECDC facility at Driffill is completing design with submission of plans to the Division of State Architect (DSA) in June and anticipated approval by September 2023. Upon approval of the Board, construction at Driffill elementary is anticipated to begin in the Fall with completion within 12 months thereafter. Beginning in Fall, the reconstruction of Dr. Lopez Academy project is proposed to be initiated with the projected selection of design and construction team members by the Board in February 2024.

Proposed funding for the Program continues to include the use of general obligation bond authorizations, available local developer fees, and State modernization and new construction grants as approved by the Board. Based on the adopted Enhanced Master Construct Plan approved by the Board, approximately $267.9 million is estimated in project costs across all selected school sites for remaining facilities improvements. In addition, a Program Reserve of $44.3 million is recommended to accommodate unforeseen events including soil and site conditions, variations in costs, additional agency requirements, and changes in codes and building requirements.

It is recommended that the Board:

- Accept and adopt this semi-annual update to the Master Construct and Implementation Program/Enhanced Master Construct Program
- Direct staff and CFW to proceed with recommended adjustments to the Program for its immediate implementation
- Establish a date for the next six-month review by the Board

EDUCATIONAL PROGRAM

The District is in its third year of implementation of the "Student Profile" that details the attributes and knowledge a student must demonstrate at the end of eighth grade when matriculating to high school. The District also continues to focus on mathematical and literacy instructional strategies. The goal of this initiative was to create a more intellectually challenging curriculum for students in TK-8th grades by integrating the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) with an aligned curriculum and instructional methods that promotes student engagement and exploration. To successfully master the curriculum, students must engage in 21st Century skills such as digital literacy, critical thinking, analyzing, problem solving, teamwork, self-management, and collaboration through the creation of projects that call for the integration of the CCSS and the NGSS.

The District created a middle school task force to review the programs offered and the instructional strategies used at each of the middle schools. The full review and recommendations are to be completed by June 2023 with implementation to begin in August 2023. In 2013, the middle schools adopted academies to provide a vehicle or area of interest to integrate the CCSS and NGSS into the curriculum with the addition of selected elective programs at each of the middle schools related to their academy. Frank is the Academy of Marine Science and Engineering, Fremont is the Academy of Environmental Sciences and Innovative Design, and Lopez is the Academy of Arts and Sciences. The schools have had varying degrees of success in the development of their Academy programs. Fremont continues to explore elective classes to fully develop their academy.

The District continues to expand the opportunities for younger learners to succeed in school by offering transitional kindergarten (TK) to all four-year-old children with full implementation in the 2024-25 school year. The expansion of this program will require additional Title 5 compliant classrooms. The District has been successful in securing funding for additional classrooms and continues to seek additional funding opportunities.

2.1 STUDENT PROFILE: CURRICULUM AND INSTRUCTION

The District desires to educate students who leave eighth grade to be culturally, academically, and linguistically responsive so that they are successful in high school and in a career. To that end, the District is in its third year of implementation of the "Student Profile" that details the attributes and knowledge a student must demonstrate at the end of eighth grade when matriculating to high school. The District also continues to focus on mathematical and literacy instructional strategies. The goal is to create a more intellectually challenging curriculum for students in TK-8th grades by integrating the Common Core State

Standards (CCSS) and the Next Generation Science Standards (NGSS) with an aligned curriculum and instructional methods that promotes student engagement and exploration and requires the demonstration of mastery of the basic skills in literacy and mathematics. To successfully master the curriculum, students must engage in 21st Century skills such as digital literacy, critical thinking, analyzing, problem solving, teamwork, self-management, and collaboration through the creation of projects that call for the integration of the CCSS and the NGSS. The curriculum, integrated units, has been written and is provided on a shared platform, "Canvas", so it is accessible to all teachers. In addition, the District has provided teacher training for full implementation of these initiatives.

The District continues to offer a Dual Language option for those students and families that desire to have their children become fully bilingual and biliterate. This program operates in both elementary, K-8 school sites, and at the middle school level.

In December 2022, the District adopted a new Strategic Plan titled "Oxnard EMPOWERS" which builds upon the Student Profile and further defines the mission and goals of the District. The integration of the Program into the Strategic Plan should continue to ensure that the educational program is aligned with the facilities program to provide District coherency.

2.1.1 MIDDLE SCHOOLS

In 2013, the middle schools adopted academies to increase the elective program offerings for students and to provide a choice for students. The academies were to provide integration of the CCSS and NGSS into the curriculum with the addition of selected elective programs at each of the middle schools. Through the academy elective classes, students were to be engaged in using 21st Century skills such as problem solving, analyzing problems and solutions, working collaboratively, and communicating effectively. Frank is the Academy of Marine Science and Engineering, Fremont is the Academy of Environmental Sciences and Innovative Design, and Lopez is the Academy of Arts and Sciences. The District has had varying levels of success in developing these academies. Fremont continues to explore additional elective classes and programs to fully develop the Academy of Environmental Sciences and Innovative Design.

The District created a middle school task force to review the programs offered and the instructional strategies used at each of the middle schools. The task force used the 12 components from Taking Center Stage as a self-assessment tool. The full review and recommendations are to be completed by June 2023 with implementation to begin in August 2023. These recommendations will be reviewed to determine if there are any facility implementations or considerations that should be made.

2.2 EXPANDED TRANSITIONAL KINDERGARTEN (TK)

The State of California has elected to expand the opportunities for younger learners to succeed by requiring districts to expand transitional kindergarten (TK) enrollment to all four-year-old children. School districts have a three-year period to phase in TK enrollment requirements with students now eligible for TK in the Fall if they turn five between September 2 and February 2 for the 2022-23 school year, turn five by April 2 for 2023-24, and turn five by June 3 for 2024-25. Through the expansion of these programs, the

State hopes to create for children greater equity in opportunities and learning outcomes, address bias, and promote equitable opportunities for early learners to sustain and accelerate the improved childhood outcomes associated with high-quality, early learning experiences. The expansion of TK enrollment to additional students by the State will require the addition of classrooms that meet the Title 5 requirements of 1,350 square feet with a student restroom accessible from the classrooms as well as a storage/workroom.

Beginning in 2022, districts will also have the discretion to accelerate implementation of the TK program by enrolling students at any time during the school year if a student turns five years of age in that school year. The District has elected this option and began enrolling all four-year-old students into TK beginning this school year. Outside providers continue to provide preschool programs for eligible three-year-old students. The District desires to place the four-year-old students at schools for matriculation purposes and will cluster the preschool programs throughout the District. The District has constructed 77 classrooms meeting the Title 5 requirements for K, TK and Special Day-Severe (SDC) classrooms with some of these classrooms designed to accommodate Title 22 requirements for housing pre-school children as part of the design and construction of the Early Childhood Development Centers (ECDC) at Harrington and Lemonwood. At this time, 54 of these classrooms are required to house the current kindergarten enrollment, leaving approximately 23 Title 5 classrooms available today to house approximately 40 percent of the total number of TK students that may enroll. Additional Title 5 classrooms will be needed at various schools in the District to accommodate this new grade level. For full implementation of the TK program, the District will need approximately 31 additional Title 5 classrooms.

Driffill was recently awarded a grant for a total of ten new Title 5 classrooms from the OPSC Preschool, Transitional Kindergarten and Kindergarten Facilities Program. The school currently has two classrooms that meet Title 5 standards. Adding ten additional classrooms to the school will provide for the full matriculation of preschool through eighth grade at the site. To build the new Title 5 classrooms, portable classrooms at the site will need to be removed. The total enrollment at the school will need to be a maximum of 975 students. This can be done over time as larger classes leave the school and smaller classes are enrolled.

A similar Preschool, Transitional Kindergarten and Kindergarten Facilities Program application was filed for Marina West for the four preschool classrooms, four TK classrooms, and two additional K classrooms and if successful, will be funded in September 2024. These 10 new Title 5 compliant classrooms will help the District reach the goal of having all TK/K students in Title 5 compliant classrooms.

A new Early Childhood Development Center (ECDC) will be constructed at Rose Avenue once the new school is completed. Three current K classrooms will be converted into preschool classrooms and three new preschool classrooms will be constructed on the site for a total of six preschool classrooms.

While TK classrooms do not need to meet the licensing requirements to Title 22 standards, the preschool rooms must meet these requirements and obtain licensing prior to operating the programs. In order to meet State licensing requirements, a preschool facility must be Tile 5 compliant, provide a minimum of 1,350 square feet, and conform to Title 22 of the California Code of Regulations. Title 22 outdoor

requirements include: 75 square feet per child of outdoor activity area based on the total licensed capacity that is easily and safely accessible to children, a shaded rest area with equipment and activities arranged so as not to interfere with each other, and a four-foot fence enclosing the outdoor area. The play area may not be shared with other age groups unless a waiver is obtained from the State. Indoors, a minimum of 35 square feet per child of activity space must be available based on the total licensed capacity with individual storage space for each child, a restroom facility for every 15 children, and a separate restroom facility for teachers, staff, or ill children. A drinking fountain must also be installed inside and outside for child use. These standards are to be integrated within in the proposed specifications of Title 5 classrooms with 21st Century Learning Environments for TK/K facilities, expanding the potential use of "flex-classrooms" district wide to better accommodate fluctuations in program and enrollment requirements over time.

2.3 ADDITIONAL CONSIDERATIONS FOR MOVING FORWARD

As the District continues to move forward, the continued implementation of the adopted facility specification for 21st Century classrooms will be needed. The 21st Century classrooms as designed and built in the District support the instructional shifts that are being required to implement programs that require students to create projects and products to demonstrate their understanding and mastery of the standards as well as provide for active engagement in learning and working collaboratively with others.

As the District continues to implement the "Student Profile" and the robust instruction and curriculum that requires students to create projects and products using digital literacy, critical thinking, analyzing, problem solving, teamwork, self-management, and collaborating, the classroom to support the instructional strategies is necessary. Greater reliance on technology and how to harness the power of technology to support learning will continue. Because the 21st Century classroom specifications set by the District are flexible and promote collaboration, teamwork and problem-solving, it is important that all students have access to this kind of learning environment.

Fremont Middle School is in the design phase and needs to determine the elective programs needed to fully build out the Environmental Services and Innovative Design Academy. These will be included in the design of the new classrooms at the site and the furniture, fixtures and equipment needed for full implementation of the program.

The District is interested in establishing and expanding the Community Schools program. Community Schools partner with community agencies and local government to align community resources to improve student outcomes. A community school is a "Whole-Child" school improvement strategy where the local educational agency and schools work closely with teachers, students, and families. This will require additional facility space at the selected sites in which agencies can offer services to the families and students at the school site.

Proposition 28 was passed in November 2022. This will direct funds to support fine arts programs at all schools. While most of the money will be spent on teachers and equipment, additional facility space will likely be needed for the full implementation of the program at selected school sites.

FACILITIES PROGRAM

The Board adopted the Enhanced Master Construct Program in June 2022, and further funded the facilities program with the successful passage of Measure I in November 2022. The enhanced Program builds upon the original Master Construct Program commenced in 2012 under Measure R and further expanded with the passage of Measure D in 2016. The District has adopted specifications for 21st Century Learning Environments to guide the reconfiguration of its K-5, K-8 and 6-8 school facilities in phases over a 15-year period. The overall goal is to reconstruct older schools, improve or replace support facilities, extend its grade configuration to 4-year-old students, and replace portable classrooms with permanent facilities wherever possible. To date, the Program continues to be subject to Board review and adjustment as needed on a semi-annual basis. The Program is also subject to annual independent financial audits from District auditors and from the various independent citizen's oversight committees as to actual and planned program expenditures. To date, there have been no negative findings from the District's auditors or oversight committees as to the positive performance of the program.

During this period, the facilities component of the Master Construct Program has led to the design of 8 new schools, the construction of 6 schools to date with the completion of the seventh school expected in 2023. In addition, it has led to the construction of two Early Childhood Development Centers (ECDC) with a third in design, the acquisition of 2 school sites, and the design and approval of two elementary schools for modernization. It has also provided for the construction of TK/K and special education "flex-facilities" at four elementary school sites, and 21st Century science labs at select schools.

The Enhanced Master Construct Program further identified the need for additional improvements. Ritchen, Ramona, McAuliffe, and Brekke K-5 schools are in need of equivalent 21st Century classroom improvements and reconstruction of select support facilities. Driffill, Chavez, Kamala and Curren K-8 schools need similar 21st Century improvements to classrooms, and upgrade or reconstruction of support facilities. The K-5 component of Marshall school is also in need of 21st Century upgrades. At the middle school level, Frank needs 21st Century upgrades throughout its existing facilities. Fremont and Lopez are now old, have met their useful life, and in need of replacement to meet the planned level of enrollment. Additional TK/K/SDC and ECDC facilities are needed to fully meet the district's enrollment and state standards.

The following section provides an update of projects that have been completed, projects under way, and a summary of projects remaining to be undertaken in future phases. These components are then carried over for further consideration in the Master Budget, Schedule and Timeline recommendations in Section 5 of this report.

3.1 COMPLETED PROJECTS

Completed projects include improvements to kindergarten facilities at Ritchen, Brekke, and McAuliffe schools, construction of science labs at Chavez, Curren, Kamala, Dr. Lopez Academy, and Fremont schools and the initial deployment of state-of-the-art learning resources, including 1:1 mobile devices for all students and teachers at every school. Five new 21st Century schools were constructed at Harrington, Elm, Driffill, Lemonwood, and McKinna to replace the prior obsolete facilities. A new 12 classroom building serving grades 6-8 was completed at the prior Marshall elementary school to create the newest K_8 school. New TK/K/SDC "flex" classrooms at Brekke, McAuliffe, Ritchen, and Ramona elementary schools were completed, as well as ECDC facilities at Lemonwood and Harrington elementary schools with additional such facilities under design for Driffill. The District has completed the land purchase of the new Seabridge elementary school site and the Doris/Patterson elementary and middle school sites. Design approval from the Division of State Architect (DSA) and California Department of Education (CDE) for the new Seabridge K- 5 elementary school and the Ritchen and McAuliffe school modernization improvements have been achieved. Funding for the projects to date has been from various sources, Measure "R, Measure "D", developer fees, and state grant funding.

3.2 PROJECTS UNDERWAY

The following sections provide further detail on the status of projects summarized above and expected outcomes over the next six months.

3.2.1 ROSE AVENUE ELEMENTARY RECONSTRUCTION

New facilities under construction for the Rose Avenue Reconstruction project include a two-story classroom building, library, administration space, multipurpose room, playfields, hard courts, and support spaces. This project is being constructed in two (2) phases. During the initial phase, the new campus buildings are being built on the existing play fields. The second phase will consist of the demolition of the existing campus and the construction of new play areas and fields. The District conducted a groundbreaking ceremony in late October 2021 which was well received. Construction commenced in early November 2021.

As of the end of May 2023, construction work continues on the entire site with all buildings standing, roofing installed, and glass windows and doors installed. Building A, the Administration Building, is the furthest along. The interior and exterior paint finishes have been applied, T-bar grid and lighting installed, and casework installed. Building B, which will house the school kitchen, serving line, and Multipurpose Room has been roofed, exterior and interior walls have been painted. The basketball backboards have been installed along with the wall coverings. Building C, Classroom Building, which includes the school library has been roofed, exterior and interior walls are painted with tack boards and marker boards being installed. The site grading has begun with the various areas of concrete and landscape being roughed in.

Rose Avenue Elementary School Construction Progress

The project is proceeding with construction utilizing existing local funds on hand. The current Board approved "all in" budget for the Rose Avenue project is $51.1 million. No budget adjustments are recommended at this time.

3.2.2 MCAULIFFE ELEMENTARY MODERNIZATION

The McAuliffe modernization project improves 28 existing classrooms, provides for repurposing of existing spaces to STEAM Academy and piano labs, and improves support spaces to comply with the District's vision and specification for 21st Century K-5 classrooms and support school facilities. Upgrading the library into a Media Center is proposed which provides for the inclusion of 2 breakout rooms. The repurposing of two adjacent supply rooms into administrative and counselor space is also provided. Other interior improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical systems, and furnishings, as well as data and other technology upgrades consistent with those available at similarly reconstructed schools, where possible. The project has received approvals from both DSA and the CDE. Based on the Enhanced Master Construct Plan, the Board approved "all in" budget for the McAuliffe project is approximately $7.6 million. No budget adjustments are recommended at this time. The project is currently awaiting State funding from OPSC and a local match for any shortfall or "Hardship" funding if eligibility is maintained in order to proceed.

3.2.3 RITCHEN ELEMENTARY MODERNIZATION

The Ritchen modernization project improves 28 existing classrooms, provides for repurposing of existing spaces to STEAM and piano labs, and upgrades the MPR and library to comply with the District's vision and specification for 21st Century K-5 classrooms and student support facilities. The library improvements also provide for the inclusion of 2 breakout rooms. Interior improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical, and furnishings, as well as data and other technology upgrades. The project has received DSA and CDE approval. Based on the Enhanced Master Construct Plan, the Board approved "all in" budget for the Ritchen project is approximately $6.4 million. No budget adjustments are recommended at this time. The project is currently awaiting State funding from OPSC and a local match for any shortfall or "Hardship" funding if eligibility is maintained in order to proceed.

3.2.4 FREMONT MIDDLE SCHOOL

The existing facilities are old and by previous Board consideration are proposed to be replaced pursuant to the Master Construct program. The reconstruction strategy would rebuild a new middle school facility on the open space portion of the site along H Street, but away from Glenwood, maintaining the operation of the existing facility during construction of the replacement school and replacing it thereafter with improved open and recreational space for school and community use. A conceptual site plan has been previously presented to the Board for consideration and is the basis for the latest proposed new Fremont campus. There is a proposed phased build-out of the school to incorporate the existing and projected enrollment of approximately 750 students at the site and the need to design the facility in such a manner that a subsequent phase to accommodate increased enrollment, if needed, would only require the construction of additional classrooms. Likewise, only four science labs instead of the specified 6 would be constructed to meet the proposed enrollment. The layout of the school facilities would be such that an additional classroom wing and required science labs could be built without major modifications to the site in the future. Other support spaces would be designed to the district's adopted specifications for a 6-8 middle school to accommodate a 1200 student enrollment.

The reconstructed school would include multi-storied classrooms to accommodate up to 750 students. The proposed project would construct 34 classroom facilities. The school would include 24 general purpose classrooms, an academy room, and 3 dedicated special education rooms, all of 960 square feet. In addition, 4 science labs and an art lab of 1200 square feet each, and a band/orchestra room of 1500 square feet would be constructed. Teaching support spaces of 1,980 square feet, administrative space of 3,405 feet, and library facilities of 2,000 square feet would be provided per the adopted educational specifications for a 6-8 school. Multipurpose facilities of 14,250 square feet, a lunch shelter of 2,800 square feet as well as student and staff restrooms would be provided as required by code. Parking and student pick up/drop off areas would be provided off North H Street which would become the entrance to the new facility leaving room for school and community use of the reconfigured play fields. An allowance for offsite improvements is also provided.

Under the direction of the Board of Trustees, CFW has moved forward with this project at Fremont Middle School. An RFP for architectural services was released and published on March 30, 2023. On May 18, 2023, the responding architectural firms presented their project concepts to the District and CFW team. There was a "reuse-of-plans" requirement in the RFP that asked the architectural firms to re-use building designs they had previously built to present. The architectural proposals are under review for the selection of the two or three firms identified for a site visit of their previously built projects. A site visit by the Board will occur to aid in the selection of the approved firm. Firms are expected to be selected for the Board's consideration in August.

An RFQ/P was released, advertised and published for the lease-leaseback contractor. This will allow the contractor to participate in the design phase of the project. Proposals were received on June 2, 2023. Interviews are scheduled for June with District staff and the CFW team for recommendations to the Board for consideration in August 2023. The lease-leaseback agent adds their expertise and brings their expertise

and experience to the design team with the estimation of costs, approach to construction and value engineering. This approach has proven successful in the past and beneficial to the Board in the design and construction of the District's previous replacement schools.

3.2.5 DR. LOPEZ ACADEMY OF ARTS AND SCIENCES SCHOOL

Dr. Manuel M. Lopez Academy of Arts and Sciences (Lopez) was originally built in 1954 and after nearly 70 years of service has been deemed to need replacement by previous reviews and considerations by the Board. A reconstruction strategy for Lopez is proposed that would include the construction of a new smaller 750 student grade 6-8 facility at the existing school site. Upon completion of the new facilities, the existing school would be demolished, and playfields and hardcourt areas would be constructed in its place. Efforts would be undertaken to construct the buildings in one phase, if possible, and to stagger the completion and use of reconfigured parking and field/hardcourts areas as needed through completion of the construction and demolition of the project. The new reconstructed school would be built based on a revised 6-8 educational specifications that provides all the support facilities for a K-8 school but limits its classroom enrollment to 750 students and its MPR to 8,025 square feet.

The reconstructed school would include multi-storied classrooms to accommodate up to 750 students including 24 general purpose classrooms (includes 1 intervention room and 3 special education/RSP rooms), 1 piano lab, and 3 additional special education classrooms all of which would contain 960 square feet each. Four science labs and an art lab of 1200 square feet would be provided, plus a band/orchestra room of 1500 square feet. Teaching support spaces of 1,980 square feet, administrative space of 3,405 feet, and library facilities of 2,000 square feet would be provided per the District's adopted Educational Specifications for a 6-8 school. Multipurpose facilities utilizing the District's adopted Educational Specifications for a K-8 school of 8,075 square feet and a lunch shelter area of 2,800 square feet would be provided as well as student and staff restrooms as required by code. Parking and student pick-up/drop off areas would also be included on site with access from Hill Street. The major orientation of the new school would begin with a new parking area from Hill to the north along the western edge to the approximate mid-point of the site where the new structures would be constructed, surrounded to the north, west and southwest by play fields and play areas available for school and community use. An allowance for offsite improvements is also provided.

Beginning in Fall, the project is proposed to be initiated. Like Fremont, this will require the selection of a design and construction team. Requests for proposals will be solicited from qualified professionals and construction firms for the selection of an architect of record and a contractor. A similar "re-use" of plans approach will be considered, and a successful team of architects and proposed plan design will be presented for Board consideration, site visits and approval. Upon selection and approval by the Board, a team will begin design in February 2024.

3.2.6 TK/K AND ECDC FACILITIES AT DRIFFILL ELEMENTARY SCHOOL

Based on a review of enrollment and existing classrooms, applications for funding were submitted to the State for Driffill in April 2022 and approved for ten new classrooms in October 2023. The approved application included four classrooms for PS, four classrooms for TK, and two classrooms for K grades to assist in the creation of an Early Childhood Development Center for the benefit of district wide use. All classrooms are designed to be Title 22 and Title 5 compliant. A new playground would also be constructed in the center of the classrooms. The design process is well under way and nearing completion with DSA submittal scheduled for June. A lease-lease back contractor has been selected. DSA approval is anticipated in September and with Board approval construction is anticipated to begin in the Fall with completion anticipated within 12 months thereafter.

3.2.7 ROSE AVENUE ECDC

Pursuant to the adopted Enhanced Master Construct Plan, a separate new Early Childhood Development Center (ECDC) is to be constructed at the existing Rose site. The ECDC would be located at the northwest corner of the site where the three current kindergarten classrooms (Rooms 501, 502, and 503) are located. These facilities will be modernized and incorporated with three new Title 5 classrooms to establish the new ECDC facility. The existing play area will be upgraded similar to the option utilized for the creation of the Harrington ECDC and would be improved or maintained as required to serve the needs of these students.

The architect currently working on the Rose Ave Reconstruction project currently in progress will be providing architectural services for this project. Coordination between the current construction project and this new ECDC project is underway. The proposed project design and proposed team members are subject to Board review and approval in the Fall. Completion is anticipated within 15 months of the design team selection and approval.

3.2.7 MARINA WEST AVENUE ECDC

On February 15, 2023, the Board adopted a necessary resolution to apply for grant funding from the state for construction of an ECDC center at Marina West Elementary. In total, 10 Title 5 and Title 22 PS/TK/K classrooms are proposed, including 2 K, 4 TK and 4 PS classrooms. A state review is currently underway, and results are anticipated in September for SAB consideration and award no later than October 2023. The Board and District will have 12 months to select a design and construction team to complete and obtain DSA and CDE plan approval. Thereafter, the district will have 12 months to complete construction. The process is similar to that undertaken for the award, approval and construction of the Driffill ECDC center currently underway. The proposed project is contingent on obtaining grant funding otherwise it will not be constructed.

3.3 PROJECTS REMAINING TO BE UNDERTAKEN

Based on Board approval of the Enhanced Master Construct Plan, the following projects are proposed to be undertaken pursuant to the Master Schedule, Budget and Sequencing provided in Section 5 of this report.

3.3.1 BREKKE K-5 SCHOOL

Existing facilities at Brekke need improvements, including the repurposing of certain facilities to accommodate district K-5 specifications for 21st Century upgrades. Twenty-six permanent classrooms (including 3 SDC and 1 intervention room) and the MPR are proposed to receive 21st Century upgrades. Similar improvements are proposed to the library with additional interior improvements to accommodate a breakout room and a 480 square foot Maker's room. One additional classroom will receive limited upgrades, where applicable, including furnishings, to account for previously completed modernization improvements at that room. The repurposing of 2 existing classrooms for a STEAM Academy and a piano lab is also proposed. Existing administrative spaces are also proposed for 21st Century upgrades to furnishings and improvements to the lobby and reception area. Additional improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical, and furnishings, data and other technology upgrades and the removal of portable classrooms. Brekke will have 29 classrooms upon modernization of which 3 are proposed for kindergarten classrooms and 3 for TK.

3.3.2 RAMONA K-5 SCHOOL

Existing facilities at Ramona need improvements, including the repurposing of certain facilities to accommodate district K-5 specifications for 21st Century upgrades. Twenty-four permanent classrooms (including 2 SDC and 1 Intervention room) are proposed to receive 21st Century upgrades to comply with the District's vision and specification for 21st Century K-5 classrooms as well as improvements to the MPR and library spaces. In addition, the library is to be expanded into the adjacent current computer lab to accommodate a maker's space and a 480 square foot RSP program space. Limited upgrades to the administration areas are proposed including 21st century furnishings and a monitor to promote school meetings, student programs, and activities. The construction of 2 new classrooms is also proposed to provide a STEAM Academy and a piano lab. Proposed interior improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical, and furnishings, as well as data and other technology upgrades. Additional improvements include roofing upgrades, as needed, replacement of HVAC unit #7, and installation of security cameras, removal of portables. Upon completion the school will consist of 28 classrooms, including 3 kindergarten classrooms and 2 TK.

3.3.3 DRIFFILL K-8 SCHOOL

As one of the newest P2P schools, Driffill needs limited improvements to accommodate K-8 District specifications for 21st Century learning environments. Thirty-one permanent classrooms (including 1 Intervention room) are proposed to receive 21st Century upgrades to comply with the district's vision and

specification for 21st Century classrooms for K-8 schools. The 2 science labs were previously improved in 2014. Proposed improvements include demolishing the current MPR and constructing a new 8,075 square foot MPR/Gymnasium to include a kitchen, serving/presentation space, gymnasium, lockers, storage, toilet and custodial facilities. The library is proposed to absorb the adjacent computer room #1 to increase the total square footage to accommodate 21st Century specifications for a Library Media Center. The administrative office is proposed to receive 21st Century furnishings and a monitor to promote school meetings, student programs and activities. Additional site improvements include installation of security cameras, and removal of portables. The older original eight-classroom building, and portables are being demolished to accommodate the new MPR and 2 new kindergarten and 3 TK classrooms. An ECDC consisting of 10 Title 5 classrooms to support district wide preschool/TK/K facilities is proposed as a separate project on the site.

3.3.3 CHAVEZ K-8 SCHOOL

Based on the limited site area and the need to preserve the built environment, Chavez would best function with a smaller student body and site plan that could best maximize the opportunities to comply with the district's 21st Century specifications. It is recommended that Chavez enrollment be capped at 750 TK/K-8 students in 31 permanent classrooms (8 less than the current number). Four older permanent classrooms and 2 P.E. changing rooms that have outlived their useful life are to be removed. Five existing classrooms are to be repurposed and combined to provide 3 Title 5 compliant TK classrooms. The 26 remaining classrooms (including the 4 Title 5 K classrooms and an intervention room) and library are proposed to receive 21st Century upgrades to comply with the District's vision and specifications. The 2 existing science labs were previously upgraded in 2014. The construction of a new 8,075 square foot MPR building to include a commercial kitchen, serving/presentation space, changing rooms, restrooms, PE offices, and custodial facilities is also proposed. The existing MPR is to remain and be dedicated to community events and student performances. The administrative office is proposed to receive 21st Century furnishings and a monitor to promote school meetings, student programs and activities. Additional recommended site improvements include installation of security cameras and an allowance for offsite improvements.

3.3.4 KAMALA K-8 SCHOOL

Thirty-five permanent classrooms (including 1 intervention room) are proposed to receive 21st Century upgrades. Two existing science labs were previously upgraded as part of the original conversion of the site to a K-8 facility in 2014. A new 8,075 square foot MPR/Gymnasium building is proposed to include a kitchen, serving/presentation space, gymnasium, lockers and storage, toilet, and custodial facilities. Upon completion of the new MPR/Gym, a reconfiguration of the existing MPR building into the administrative space to district specifications is proposed. The existing administration is proposed to be repurposed into support spaces. Two existing general-purpose classrooms are to be combined onto the library to include a storage room, a reading area, textbook storage, a small breakout room, and a tech work/storage room as identified in the adopted educational specifications. Additional recommended site improvements include roofing and HVAC system, as needed, improved parking/drop off, installation of security cameras, removal of all portables, and an allowance for offsite improvements.

3.3.5 CURREN K-8 SCHOOL

Thirty-eight permanent classrooms (including 1 Intervention room) are proposed to receive 21st Century upgrades to comply with the district's vision and specification for 21st Century classrooms. The 2 science labs were previously improved in 2014. The construction of a new 8,075 square foot MPR/Gym building to include a kitchen, serving/presentation space, gymnasium, lockers and storage, toilet, and custodial facilities is proposed. Upon completion of the new MPR/Gym, the reconfiguration of the existing MPR building into a library is proposed. The existing library facility is proposed to be converted into a staff lounge. The demolition and construction of a new administration building is also proposed. Additional recommended site improvements include roofing and HVAC upgrades, as needed, installation of security cameras, improved parking/drop off, removal of existing portable student changing rooms, and an allowance for offsite improvements.

3.3.6 MARSHALL K-8 SCHOOL

The original existing facilities at Marshall need upgrade, plus the repurposing of certain facilities at the Tk/K-5 level. One existing classroom (Room 602) and its attached three preparation rooms is proposed to be repurposed into a Title 5 compliant TK classroom with its own student restroom and teacher work area. The twenty-five permanent rooms (including 8 SDC, 1 Intervention, and 2 support/RSP) are proposed to receive 21st Century classroom upgrades. The library/media is proposed to get 21st Century furniture, fixtures, and equipment upgrades. The administrative space is proposed to receive 21st Century furnishings and a monitor to promote school activities. An allowance is provided for security and roofing improvements, as needed. At completion, the total permanent classroom count at Marshall would remain at 38 classrooms, consistent with the District's educational specifications for K-8 facilities.

3.3.7 SORIA K-8 SCHOOL

As one of the newer schools in the District, Soria Elementary needs limited upgrades to accommodate district K-8 specifications for 21st Century environments. Thirty-seven permanent classrooms (including 2 SDC and 1 Intervention room) are proposed to receive 21st Century upgrades limited to the addition of markerboards where necessary, modern and flexible student desks and chairs, and three broadband-connected high-definition video displays to each classroom. TK facilities will continue to be provided at other school site locations. Where applicable, the removal of existing teaching walls, technology counters, and smart boards would be required to accommodate 21st Century improvements. No improvements are proposed to the library, administration, and MPR facilities.

3.3.8 FRANK 6-8 SCHOOL

Thirty-five permanent classrooms are proposed to receive 21st Century upgrades to comply with the District's vision and specification for grade 6-8 classrooms. Six science lab classrooms are to be upgraded and receive modernization where needed. A modernized 21st Century library/media center is proposed to support 21st Century improvements. Both music rooms are to receive 21st Century upgrades and modernized improvements to replace flooring, upgrade acoustical wall surfaces and painting, where

needed. Limited improvements to the existing MPR/Gym facility are proposed to support 21st Century specifications. Based on the existing 44 permanent classrooms, it is recommended that the classrooms support the following academic programs:

- General Purpose – 26
- Science Lab/Academy -6
- Engineering Robotics – 2
- SDC – 6
- Intervention – 1
- Band – 2
- Art – 1

The administrative offices would receive 21st Century furnishings and a monitor to promote school activities. Additional site improvements include roofing and HVAC upgrades, installation of security cameras, and removal of portables.

SECTION 4

PROGRAM FUNDING & EXPENDITURES

The following section reviews existing and anticipated sources of funds for implementing the proposed facilities projects identified as part of the Enhanced Master Construct Program. Three major sources are considered: the State School Facilities Program (SFP), general obligation bonds, and estimated developer fees. The District has a history of participating in the State SFP by upfronting the costs of eligible local school improvements and then seeking reimbursements from the State for eligible expenses and amounts. The District has previously passed local GO bond measures in support of the Master Construct Program at substantially high rates of local voter approval in 2012, 2016, and 2022.

4.1 STATE MATCHING GRANTS

Through the Office of Public School Construction (OPSC), the State of California (State) provides funding assistance to eligible school districts through the School Facility Program (SFP). OPSC administers various programs pursuant to State law and provides projects to be considered by the State Allocation Board (SAB) for funding. Funding for OPSC programs is provided periodically by voter approved state-wide ballot measures and/or by direct general fund appropriations as authorized by the legislature and approved by the governor. The disbursement of funds is allocated to school districts in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project-specific costs. Individual pupil grant amounts are periodically reviewed for adjustment by the SAB. To receive State grants, a district is required to match the grant portion from available district funds. Under certain specific conditions, a district may qualify and apply for a release of its local match requirement through a financial hardship review (Financial Hardship) and approval by the OPSC and the SAB, subject to additional constraints and requirements.

At this time, the OPSC has reported that all authorized funds for new construction and modernization applications under the SFP have been fully allocated. Received applications after September 12, 2018, for new construction and after March 1, 2019 for modernization are now being placed on an "Applications Received Beyond Bond Authority" waiting list in the order of date received, which is presented to SAB for acknowledgement, but not approval, and are slated for review once additional funds are made available. To qualify for this waiting list for State funds, districts are required to adopt a Board resolution acknowledging the shortfall and the application's inclusion under the "Applications Received Beyond Bond Authority List."

In May 2022, Governor Newsom released the May Revision of the 2022-23 State of California (State) budget for K-12 education allocating additional funds to the SFP. The State's historic revenue surplus presented an opportunity for the State to further support K-12 education on one-time programs and services. The May Revision included approximately $4 billion in one-time General Fund monies for the SFP allocating $2.2 billion in 2021-22, $1.2 billion in 2023-24, and $625 million in 2024-25 to support new construction and modernization projects. The May Revision also includes approximately $1.8 billion in one-time funds for deferred maintenance, HVAC, and energy improvements. This is anticipated to be applied against the "Applications Received Beyond Bond Authority" waiting list allowing most of these to anticipate funding in the years ahead.

CFW continues to monitor grant applications to the State and activities of the SAB for the allocation of eligible State funding. The strategic blending of these programs is required to support the balance of local investment that may be required to fully implement the Master Construct Program. These programs are summarized below as well as the District's current and projected eligibility for program funding. Applications that have been approved by the District and submitted to OPSC are also presented.

4.1.1 STATE AID MODERNIZATION

The SFP Modernization Program provides funds on a 60-40 State and local sharing basis for improvements that enhance existing school facilities. Eligible projects include modifications such as air conditioning, plumbing, lighting, and electrical systems. Applications are submitted to the OPSC in two stages:

1. **Eligibility:** Modernization eligibility is established separately for each school site and requires that permanent facilities be at least 25 years old and portable facilities be at least 20 years old. Students must be enrolled in those facilities based on State classroom loading standards of 25 per classroom for grades K-6 and 27 per classroom for grades 7-8. Once established, site eligibility is not subject to annual review.

2. **Funding:** A district with modernization eligibility may request funding on a 60-40 State grant/local match basis. The 2023 pupil grant is currently $6,086 for elementary grades and $6,436 for middle school grades. Eligible costs include design, construction, educational technology, testing, inspection, furniture and equipment. Limited supplemental funding is available for excessive costs such as fire safety and accessibility improvements. Grant levels are periodically reviewed by the State. Program funding is subject to project performance and certification at the completion of construction.

Table 1 provides a summary of the SFP modernization grants received to date with the implementation of the Master Construct Program totaling approximately $3.9 million. These grants were received as

reimbursement modernization grants from prior SFP eligible improvements made to Fremont, Harrington, Lemonwood, Elm, and McKinna. These funds have been used in support of the Master Construct Program.

Table 1: Estimated Modernization Grants Received

	Projects	Application #	Standard Pupils	SDC Pupils	Base Grant	Sup. Grant	Total Grant
1	Fremont	57/72538-00-026	131	8	$1,003,960	$93,926	$1,097,886
2	Harrington	57/72538-00-027	87	0	$581,160	$108,508	$689,668
3	Lemonwood	57/72538-00-028	175	0	$841,400	$239,311	$1,080,711
4	Elm	57/72538-00-029	101	0	$485,608	$126,260	$611,868
5	McKinna	57/72538-00-030	78	0	$375,024	$68,422	$443,446
	Total		**572**	**8**	**$3,287,152**	**$636,427**	**$3,923,579**

Table 2 summarizes the District's estimated current and future eligibility for State modernization grants for remaining eligible permanent and portable classrooms based on 2022-23 school site enrollment and the 2023 per pupil grants. During Phase 1 scheduling of eligible projects for the FY2022-26 period, the District may be eligible for approximately $29 million in remaining State matching modernization grants from existing classrooms. A local match of approximately $19.3 million would be required by the District to access these grants. Future eligibility of approximately $17 million is estimated to be available through Phase 2 for the period 2027-2030, requiring a then local match amount of approximately $11.4 million. In total, approximately $46 million in modernization grant eligibility is anticipated based on maintaining current enrollment at the eligible school sites.

Table 2: Estimated Modernization Eligibility by Phase

	School	FY2022-23 Enroll	Pupil Grant	Phase 1 (2023-2026)	Phase 2 (2027-2030)	Total Grant (60%)
1	Harrington	538	$6,086	$0	$0	$0
2	Elm	483	$6,086	$0	$0	$0
3	McKinna	590	$6,086	$0	$0	$0
4	Rose Avenue	497	$6,086	$456,450	$0	$456,450
5	Brekke	590	$6,086	$3,359,472	$0	$3,359,472
6	McAuliffe	510	$6,086	$3,103,860	$0	$3,103,860
7	Ritchen	504	$6,086	$2,988,226	$0	$2,988,226
8	Ramona	579	$6,086	$3,091,688	$0	$3,091,688
9	Marina West	489	$6,086	$0	$2,976,054	$2,976,054
10	Sierra Linda	525	$6,086	$3,195,150	$0	$3,195,150
11	Lemonwood	928	$6,086	$0	$0	$0
12	Marshall	729	$6,086	$0	$3,955,900	$3,955,900
13	Driffill	1008	$6,086	$0	$0	$0
14	Chavez	879	$6,086	$0	$5,349,594	$5,349,594
15	Curren	921	$6,086	$304,300	$0	$304,300
16	Kamala	954	$6,086	$912,900	$0	$912,900
17	Soria	921	$6,086	$0	$0	$0
18	Frank	1045	$6,436	$6,725,620	$0	$6,725,620
19	Fremont	738	$6,436	$0	$4,749,768	$4,749,768
20	Dr. Lopez Academy	758	$6,436	$4,878,488	$0	$4,878,488
	Total	**14,186**		**$29,016,154**	**$17,031,316**	**$46,047,470**

These amounts are subject to annual review and require the submittal and approval of DSA of proposed improvements prior to submittal to OPSC for consideration. Therefore, the actual amount received may be further influenced by the plan of sequence and phasing that may be undertaken by a district in the implementation of its capital program.

4.1.2 STATE AID NEW CONSTRUCTION

The State's New Construction Program provides State funds on a 50/50 State and local sharing basis for eligible projects that add permanent classroom capacity to a school district. The goal is to add capacity to school districts to house students, including the construction of a new school or the addition of classrooms to an existing school. Applications are submitted to the OPSC in two stages:

1. **Eligibility:** Eligibility for new construction funding is not site specific and is determined by the gap between a district's projected enrollment and its existing permanent classroom capacity. Classroom capacity is based on State loading standards of 25 students per classroom for elementary grades and 27 students per classroom for middle grades. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the number of future students and the current ability to house students in permanent facilities. Portable classrooms are not counted by the State as being permanently available to house pupils. Until approved for construction, eligibility is subject to annual review.

2. **Funding:** Once eligibility is approved; a district may apply for funding on a 50/50 State grant/local match basis. The 2023 pupil grant is currently $15,983 for elementary grades and $16,904 for middle grades and is counted based on each student found to exceed a district's permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs. Grant levels are periodically reviewed by the State.

Table 3 provides a summary of funding received from new construction reimbursement grants during the period of the current Master Construct Program's totaling approximately $30.9 million. As previously presented to the Board, the District has exhausted its eligibility for new construction funding until such time as enrollment once again begins to grow. All of these funds have been used or pledged in support of the Master Construct Program.

Table 3: SFP New Construction Grants Received

	Projects	Application #	Standard Pupils	SDC Pupils	Base Grant	Sup. Grant	Total Grant
1	Driffill	51/72538-00-001	0	0	$3,712,107	$558,304	$4,270,411
2	Driffill	50/72538-00-009	350	9	$4,032,792	$697,880	$4,730,672
3	Harrington	50/72538-00-011	625	26	$8,219,097	$1,461,426	$9,680,523
4	Lemonwood	50/72538-00-013	473	0	$5,570,487	$1,697,465	$7,267,952
5	Ritchen Kinder	50/72538-00-016	0	18	$638,712	$134,140	$772,852
6	Brekke Kinder	50/72538-00-017	0	18	$638,712	$138,485	$777,197
7	McAuliffe Kinder	50/72538-00-018	0	18	$638,712	$139,292	$778,004
8	McKinna	50/72538-00-022	0	28	$770,245	$1,120,264	$1,890,509
9	Ramona Kinder	50/72538-00-024	0	18	$638,712	$128,109	$766,821
	Total		**1,448**	**135**	**$24,859,576**	**$6,075,365**	**$30,934,941**

4.1.3 PRESCHOOL, TRANSITIONAL KINDERGARTEN, AND KINDERGARTEN FACILITIES

At various times, the State provides limited funds for competitive applications to fund specific school facilities. The State's Full Day Kindergarten Facilities Grant Program was initiated in 2019 to provide one-time grants to construct new or retrofit existing facilities for the purpose of providing kindergarten classrooms to support full-day kindergarten instruction.

The Governor's budget for FY2021-22 expanded the program, including $490 million in one-time grants to construct new or retrofit existing facilities for the purpose of providing classrooms to support full-day preschool, transitional kindergarten, or kindergarten instruction. A state/local match of 75/25 is required for transitional kindergarten and preschool projects or half-day kindergarten programs converting to full day. Districts that already have full-day kindergarten programs require a 50/50 match (state/district) for new construction and a 60/40 (state/district) match for retrofit projects.

Three funding rounds have been completed for the program and the application submittal period for the fourth funding round application closed on March 2, 2023. The District previously was awarded grants under the third funding round for new classrooms at Driffill elementary school totaling $7 million, requiring a $3 million District match for a total project cost of $10 million. Ten new 21st Century classrooms to create an early childhood village at Driffill elementary are currently in the planning and design phase to include four classrooms for preschool, four classrooms for TK, and two classrooms for kindergarten. An application was subsequently submitted to the State for new classrooms at Marina West for approximately $8.2 million, requiring a $2.7 million District match, for ten classrooms (four preschool, four TK, and two kindergarten) for a similar early childhood development center and is currently under review by the OPSC. The OPSC has scheduled a SAB meeting to consider the apportionment to grant recipients for September 2023.

4.1.4 SUBMITTED STATE AID APPLICATIONS

Table 4 presents State aid applications that have been filed with the OPSC that are awaiting review and funding by the State, totaling approximately $11.4 million. It also reflects the current pupil grant amounts in effect for 2023 by the SAB and estimated additional anticipated allowances for supplemental grants such as site development and land acquisition costs.

Over the last six months, CFW received a request from the OPSC to provide an updated review of the District's new construction eligibility in response to the State's review of the District's new construction funding application for the Rose Avenue project. CFW updated the District's new construction baseline eligibility based upon the school year 2022-23 enrollment and current residential development information from the City of Oxnard. The new enrollment figures and updated housing developments within the District boundaries, although positive at the lower grade levels, still did not result in a positive new construction eligibility baseline. Therefore, the District was found to not have any remaining eligibility for any grant amounts under the State's SFP based on its significant decline in enrollment. Subsequently, the Rose Avenue new construction application was withdrawn for further consideration for funding at this time.

Applications have been filed for the modernization projects planned at Ritchen and McAuliffe elementary schools. These applications for Ritchen and McAuliffe elementary schools have been submitted assuming Financial Hardship. Should the District choose to accelerate these projects with local funding, these applications may be amended to require a 60/40 matching share. This would result in a reduced grant of approximately $3.5 million for McAuliffe, requiring a $2.4 million District match and a grant of approximately $3.3 million for Ritchen, requiring a $2.2 million District match.

Table 4: Submitted State Aid Applications

Projects	Type	Standard Pupils	K-6	7-8	SDC Pupils	Non Severe	Severe	Est. Base Grant	Est. Sup. Grant	*Total Est. Grant
McAuliffe	Mod.	534	534	0	0	0	0	$3,249,924	$324,992	$5,958,194
Ritchen	Mod.	491	491	0	0	0	0	$2,988,226	$298,823	$5,478,414
Total		**1,025**	**1,025**	**0**	**0**	**0**	**0**	**$6,238,150**	**$623,815**	**$11,436,608**

Total grant assumes Financial Hardship for McAuliffe & Ritchen

The above analysis on State aid eligibility and submitted applications is based on existing rules which are periodically adjusted by the OPSC, SAB, or the legislature when a new bond is considered. The assumptions are based on rules that are currently in effect and any change in rules or eligibility factors (e.g., enrollment) may impact the receipt of funds. Over the next six months, the team will continue to monitor application status with OPSC and respond to any new opportunities, exceptions, and review notices received in order to keep the District as informed as possible on any needs for program adjustments.

4.1.5 FINANCIAL HARDSHIP FUNDING

The State provides a Financial Hardship Program to assist districts that cannot provide all or part of their local match for an approved modernization or new construction SFP project. In Financial Hardship, the State funds its normal grant amount, and if a district is found to be eligible, provides an additional grant amount equal to the portion of the match that would have been required to be funded by a district. This in effect increases the amount of grant funding a district would otherwise receive. To qualify, a district must be charging the maximum developer fee and meet one of the following criteria:

- Bonded indebtedness of 60 percent or greater
- Successful passage of a Prop. 39 Bond
- District total bonding capacity of less than $5 million

At this time, the District has exceeded its net bonding capacity by 60 percent and may be eligible for Financial Hardship.

Under the current Financial Hardship Program, a district must exhaust all unencumbered capital fund balances available for modernization or new construction at the time of application. In addition, any funds that become available during the time the District is in the Hardship period will reduce the amount of the State's grant in lieu of the District's match, proportionally. Audits of available capital facilities funding (e.g., Funds 21, 25, 35) are required throughout the project period that a district is in Hardship funding and at "close out", or completion of the project. Until approved for construction, eligibility is subject to review every 6 months. A district can apply for both planning and/or construction funds.

Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction (e.g. modular) must be employed to achieve the desired space requirement for housing students or additional local funding must be provided thereafter to complete a project using hardship funding.

As pointed out in other cases, the OPSC has implemented a change to the Financial Hardship program requiring that the Financial Hardship period begin on the date of application, regardless of the date an application is reviewed by OPSC or approved by the SAB – restricting its use. This requires that the District sequence projects proposed for Financial Hardship after any and all anticipated and available capital funds are encumbered, which may result in delaying Financial Hardship projects to later implementation phases of the Master Construct Program, once other funds have been exhausted.

4.2 DEVELOPER FEES

Developer fees levied on new residential and commercial construction in a school district attendance area are permissible under State Education Code, Section 17620 and may be used to meet the District's match requirement for eligible State assistance projects. The purpose of these fees is to mitigate the student enrollment impact that would be generated by new development. Fees may be used to fund the construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities. The regulations also permit an inflation-based increase in developer fees every two years based on changes in the Class B construction index. There are three levels of developer fees that can be assessed:

- **Level 1** fees are established by statute and adjusted by the State Allocation Board and are currently $4.79 per square foot of residential development and $0.78 per square foot of commercial and industrial development

- **Level 2** fees constitute up to 50% of the State allowed cost for construction and sites, if the school district meets specified eligibility tests and assumes that the will State pay for the other 50% of cost through the SFP
- **Level 3** fees are the same as Level 2, but include the State's 50% share as well, but only when the State declares it is out of funds for new construction

A Developer Fee justification study must be completed in order to levy Level 1 or Level 2 fees and in the event that the State declares that it is out of new construction state grant funds, the same report may allow the District to levy Level 3 fees. At the Program's inception in 2013, approximately $3.4 million in developer fee fund balance was allocated to the Program. Since the initial $3.4 million allocated to the Program in 2013, the District has collected approximately $11.3 million in additional developer fee revenues as of April 30, 2023, for a grand total of $14.7 million in collected revenues. The District's 2022-23 Second Interim Budget report projects an ending balance of approximately $2.5 million as of June 30, 2023. For purposes of this report, it is assumed that the District may collect approximately $3.7 million over a year period for a total of $11.1 million. In total, approximately $13.6 million is assumed to be available towards remaining improvements.

In April 2022, the District adopted a Residential and Commercial/Industrial Development School Fee Justification Study prepared by Cooperative Strategies that established the justification for collecting Level 1 fees. Based on the District's fee sharing agreement with the Oxnard Union High School District, the District collects 66% of the maximum Level 1 fees, or $3.16 per square foot for residential development and varied rates per square foot for commercial development as follows:

Table 5: Maximum School Fee per Square Foot for Commercial Development

CID Land Use Category	Maximum School Fee
Retail and Service	$0.203
Office	$0.318
Research and Development	$0.276
Industrial/Warehouse/Manufacturing	$0.245
Hospitals	$0.252
Hotel/Motel	$0.103
Self-Storage	$0.006

Source: 2022 Residential and Commercial/Industrial Development School Fee Justification Study by Cooperative Strategies

To establish a nexus and a justifiable residential School Fee level, the Study evaluated the number and cost of new facilities required to house students generated from future residential development within the School District. Based on data provided by the Southern California Association of Governments, approximately 7,067 additional residential units could be constructed within the District's boundaries through calendar year 2035. Of these 7,067 future units, 4,452 are expected to be single family detached and 2,615 are expected to be multi-family attached units. By dividing the total amount of anticipated units (7,067) by the buildout period (13 years), it is anticipated that approximately 544 units may be built each year from 2022 through 2035. This average buildout and the corresponding square footage of new residential development is the basis for the anticipated annual developer fees revenues to be realized by

the District during this period. Based on the Level 1 fee of $3.16 per square foot of new residential development and the total square footage of approximately 1 million resulting from the construction of 544 units, the District could receive an estimated $3.7 million in developer fees annually, however actual revenues could vary based on fluctuations in development activity.

As reported in December 2021, Cooperative Strategies reported to the District that due to the District's enrollment declines, Level 2 fees are no longer justified, and the District will have to revert to Level 1 fees. For purposes of budgeting for the program, Level 1 fee of $3.16 has been assumed in projected available developer fee funds for the program. The District is required to complete a biennial update to the Level 1 Study in order to continue collecting Level 1 fees for the next two years. Similarly, the District is also required to complete an annual update to the Level 2 Study in order to resume collecting Level 2 fees.

4.3 GENERAL OBLIGATION BONDS

The District has used general obligation (G.O.) bonds historically to fund major school facility improvements and has been very successful in making use of public financing options and garnering community support to improve school facilities, including those as part of the Master Construct Program. The District successfully passed local voter approved G.O. bond authorizations in 1997, 2006, 2012, 2016, and 2022. The latter three are in direct support of the Master Construct program. These bonds are secured by an annual levy on all taxable parcels within the boundaries of the district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition (Prop.) 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest to a district to finance improvements over time. Appendix B summarizes the District's past G.O. bond issuances and provides data for each issuance's sale date, original principal, current outstanding principal, original repayment ratio, and remaining term.

4.3.1 PAST AND REMAINING G.O. BOND AUTHORIZATIONS

The 1997 authorization was approved by voters and authorized the sale of $57 million in G.O. bonds, pursuant to Proposition 46 which does not set a maximum annual tax rate for the purposes of issuing remaining bond authorization. To date, $57 million in bonds have been sold, leaving no remaining authorization from the 1997 Election. It is anticipated to be fully retired by 2033.

The 2006 authorization was approved by voters and authorized the sale of $64 million in G.O. bonds, pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing remaining bond authorization. To date, $64 million in bonds have been sold, leaving no remaining authorization from the 2006 Election. It is anticipated to be fully retired by 2036.

The 2012 authorization was approved by voters and authorized the sale of $90 million in G.O. bonds, also pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing remaining bond authorization. To date, $90 million in bonds have been sold, leaving no remaining authorization from the 2012 Election. It is anticipated to be fully retired by 2044.

The 2016 authorization was approved by voters and authorized the sale of $142.5 million in G.O. bonds, also pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing remaining bond authorization. To date, $104.9 million in bonds have been sold, leaving a remaining authorization of $36.5 million from the 2016 Election.

In November 2022, voters in the District approved Measure I and authorized the sale of $215 million in G.O. bonds, pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing the remaining bond authorization. In March 2023, the District issued the first series of bonds from the 2022 Election in the amount of approximately $76.5 million, leaving a remaining authorization of approximately $138.5 million. The amount of bonds sold was based on the receipt of a debt limit waiver from the State Board of Education which approved in May 2023.

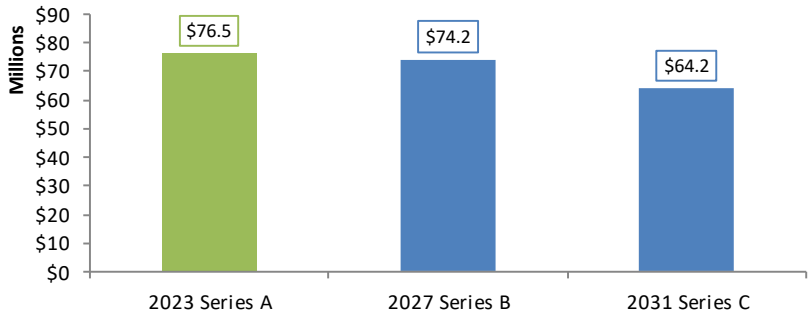
4.3.2 REMAINING G.O. BOND AUTHORIZATION AND PROJECTED FUTURE BOND PROCEEDS

Assuming that the District's assessed valuation continues to grow as presented in Exhibit B at an annual average of 4.0 percent and that the District implements the maximum tax rate of $30 per $100,000 of assessed value allowed by Proposition 39 over a 30-year term for each bond sale, the District is projected to issue its remaining bond authorization of approximately $138.5 million in bond proceeds over a projected 8-year period based on current market conditions. Based on the above assumptions and those in Exhibit B, Figure 1 depicts the above projection and assumes that additional bond proceeds may be available in 2027 and 2031, respectively beyond the amount sold in May.

Figure 1: Estimated Measure D Bond Proceeds at $30 Tax Rate Per $100,000 of Assessed Value

Prop. 39 (55%) Election

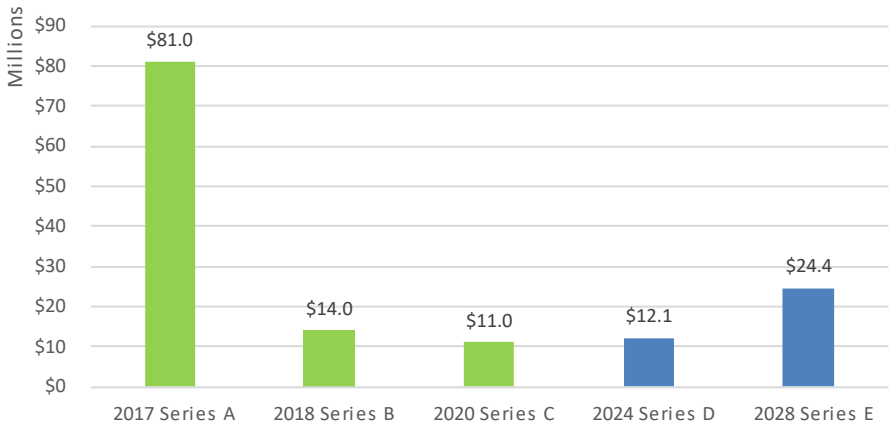
Tax Rate	2023 Series A	2027 Series B	2031 Series C	Total
$30	$76.5	$74.2	$64.2	**$215.0 million**



In addition to the above, the District has approximately $36.6 million in remaining authorization from Measure D election approved by voters in 2016 b Based on the above assumptions and those in Exhibit B, Figure 2 depicts the bond proceeds issued to date thru 2020 and the projected bond proceeds that may be available from the remaining authorization of Measure D based on the above assumptions and those

in Exhibit B. Figure 2 illustrates the estimated timing and size of remaining bond issuances in support of the Enhanced Master Construct Program which projected to be available over two bond sales in 2024 and 2028 for a combined total of $36.5 million.

Figure 2: Estimated Timing and Sizing of Remaining Measure "D" Bond Proceeds



The projections above for the issuance of the remaining authorization for Measure D and I, respectively are used to estimate the amount of bond proceeds available to fund the Enhanced Master Construct Program over phases as presented in the proposed Master Budget in Section 5. In both Figure 1 and Figure 2, the actual size and timing of the remaining bond sales depend on the prevailing market conditions at that time and the actual assessed valuation growth between bond sales required to maintain tax rates for bond repayments within the estimated Proposition 39 rate of $30 per $100,000 of assessed valuation. The issuance of additional bonds will also require additional authorization from the State Board of Education for a waiver to increase the District's bonding capacity.

The District's outstanding bonds in both cases are secured by an annual levy on all taxable parcels within the boundaries of the District. The levy is based on the assessed value of a parcel as determined by Ventura County, pursuant to Proposition 13 and the corresponding tax rate is typically expressed in an amount per $100,000 of assessed value. The tax rate for a given fiscal year is based on the County's policies calculated to make the required bond interest and principal payments for a given period. In some cases, the County may initially over levy to establish a reserve fund which can be applied over time to better manage the tax rate required to repay the bonds from year to year. As a result, there can be a variance between the estimated tax rate required to make interest and principal payments and the calculated tax rate levied on property within the District. A variance can also be attributed to the collection of unitary taxes. In FY2022-23, Ventura County levied a tax rate of $99.20 per $100,000 of assessed value for the District's combined outstanding bonds.

SECTION 5

MASTER BUDGET & SCHEDULE

The Master Construct and Implementation Program is being integrated into the Enhanced Master Construct Program with the projects in progress serving as the bridge between the two programs. Utilizing estimated State aid eligibility for modernization funding, estimated developer fees, remaining bond authorization from Measure "D", and authorization from the 2022 Measure "I" General Obligation (G.O.) bond authorization, a phasing program is proposed for the implementation of the proposed improvements. Proposed facilities improvements are presented in phases to reflect the expected availability of funds and projected sequencing of projects during construction. Proposed sources and uses of funds, along with constraints, have been identified and a proposed plan of sequencing has been prepared. The estimated costs provided represent a combination of "hard" and "soft" costs. In combination, they comprise what is properly called the total "Project Cost". Hard costs result from the construction itself (e.g. bricks and mortar). Soft costs are those planning and design costs and fees that are an integral part of the building process and are usually precursors to, or supportive of, the construction. These include professional fees and other related, non-construction costs.

5.1 PROPOSED MASTER BUDGET SOURCES AND USES

Since its adoption, the District's facilities program has been focused on increasing the number of K-8 school facilities and replacing older schools, portable classrooms, and support facilities with permanent K-5 & K-8 schools; all with 21st Century Learning Environments that meet adopted Board specifications and program requirements. Up to this point, the Program has led to the design of eight new 21ST Century schools, the construction of 6 such schools to date with the completion of the seventh school expected in 2023. In addition, it has led to the construction of two Early Childhood Development Centers (ECDC) with a third in design, the acquisition of 2 school sites, and the design and approval of two elementary schools for modernization. It has also provided for the expansion of construction of TK/K and special education "flex-facilities" at four elementary school sites, and 21st Century science labs at select schools.

Additional consideration was made to secure funding based on the completion of projects to date, the Board's desire to maintain equity with remaining sites in need of improvement, and the State's increasing mandates to the educational and facilities program. The District's Enhanced Facilities Master Program identifies additional projects that qualify for State modernization grants and are eligible for funding via local voter approval bond programs. The District is now actively planning for the following approved projects:

- Reconstruct Fremont Academy 6-8 School and Dr. Lopez Academy middle school campuses

- Provide 21st Century upgrades throughout Frank Middle School's existing facilities
- Upgrade/reconstruct transitional kindergarten/Kindergarten and support facilities and 21st Century classroom improvements at Chavez, Kamala and Curren, Driffill, Soria, & Marshall
- Provide 21st Century classroom improvements and reconstruct select support facilities to maintain equity at Ritchen, Ramona, McAuliffe, and Brekke
- Construct additional transitional kindergarten and early childhood education classrooms over time at select school sites throughout the District

Tables 6 and 7 provide a proposed integrated master budget of estimated sources and uses beginning with a summary accounting of previously completed projects followed by the next phases of remaining improvements as identified in the adopted Enhanced Master Construct Program. Previous phases include a total estimated sources and uses of approximately $265.3 million with an estimated ending program reserve of $922,621. The total budgets for completed projects have remained the same since the January 2023 report with no recommended adjustments. Upon final closeout and expenditures of projects, total funding sources and expenditures for completed projects will be adjusted to reflect actuals.

Four estimated major funding sources are proposed to finance the remaining improvements under the Enhanced Master Construct program including estimated remaining reserves from previous phases, remaining and new General Obligation (GO) authorizations, modernization State aid grants or grants received from the State's TK/K program, and estimated developer fees. There is an estimated $922,621 in remaining program reserve from the previous phases that is projected to be available towards funding remaining improvements. Approximately $214.2 million is available from the recently approved Measure "I" and is projected to be to fund the program over three-year phases in 2023 and ending in 2031. An additional $36.5 million in remaining GO bond authorization from Measure D is estimated to be available over two phases in 2024 and 2028 to assist in funding planned improvements. Approximately $47 million in estimated State Aid modernization and TK/K grants may be garnered over time including approximately $11.4 million in estimated financial hardship modernization grants at McAuliffe and Ritchen, $7 million in the State's Kinder program grants for Driffill, and $28.6 million in estimated modernization eligibility at Curren, Lopez, Brekke, Frank, Ramona, Chavez, Kamala, and Marshall over time. Per the District's 2022-23 Second Interim Budget report, approximately $2.5 million may be available from developer fees as of June 30, 2023, and $11.1 million is estimated to be collected over a three-year period as identified in the District's Developer Fee Report as summarized in Section 4 of this report.

As shown in Table 7, approximately $267.9 million is estimated in total anticipated costs. A Program Reserve of $44.3 million is recommended providing a grand total integrated budget of $312.2 million in remaining estimated project improvements to be funded over the proposed remaining phases. These amounts, however, exclude a pending grant application for the proposed Marina West ECDC that is currently under review by OPSC for funding under the State's kinder program. Should the District successfully garner a grant for Marina West, a corresponding funding source and use will be added at the next semi-annual review for consideration.

Table 6: Proposed Master Budget - Estimated Funding Sources

Estimated Sources	Previous Phases (2013-2022)	Phase 3 (2023-2026)	Phase 4 (2027-2030)	Phase 5 (2031-2034)	Phase 3 - 5 Subtotal	Total
Previous Phases						
Capital Funds	$265,321,079	$922,621	$0	$0	$922,621	$266,243,700
Subtotal	**$265,321,079**	**$922,621**	**$0**	**$0**	**$922,621**	**$266,243,700**
Measure "D" - 2016 GO Bond						
Series D (2024)	$0	$12,100,000	$0	$0	$12,100,000	$12,100,000
Series E (2028)	$0	$0	$24,400,000	$0	$24,400,000	$24,400,000
Subtotal	**$0**	**$12,100,000**	**$24,400,000**	**$0**	**$36,500,000**	**$36,500,000**
Measure "I" - 2022 GO Bond						
Series A (2023)	$0	$75,806,148	$0	$0	$75,806,148	$75,806,148
Series B (2027)	$0	$0	$74,200,000	$0	$74,200,000	$74,200,000
Series C (2031)	$0	$0	$0	$64,200,000	$64,200,000	$64,200,000
Subtotal	**$0**	**$75,806,148**	**$74,200,000**	**$64,200,000**	**$214,206,148**	**$214,206,148**
Additional State Aid						
Est. Modernization (Fin. Hardship)	$0	$11,436,608	$0	$0	$11,436,608	$11,436,608
Est. Modernization (60%/40%)	$0	$0	$5,182,788	$23,395,174	$28,577,962	$28,577,962
Driffill PS/TK/K Grants	$0	$7,001,068	$0	$0	$7,001,068	$7,001,068
Subtotal	**$0**	**$18,437,676**	**$5,182,788**	**$23,395,174**	**$47,015,638**	**$47,015,638**
Additional Developer Fees						
2022-23 2nd Int. - 6/30/23 Balance	$0	$2,461,160	$0	$0	$2,461,160	$2,461,160
Est. Developer Fee Collections	$0	$11,100,000	$0	$0	$11,100,000	$11,100,000
Subtotal	**$0**	**$13,561,160**	**$0**	**$0**	**$13,561,160**	**$13,561,160**
Total Sources	**$265,321,079**	**$120,827,605**	**$103,782,788**	**$87,595,174**	**$312,205,567**	**$577,526,646**

Table 7: Proposed Master Budget - Estimated Uses

Estimated Uses	Previous Phases (2013-2022)	Phase 3 (2023-2026)	Phase 4 (2027-2030)	Phase 5 (2031-2034)	Phase 3 - 5 Subtotal	Total
Acquire New K-5 Elementary Site	$7,767,119				$0	$7,767,119
Acquire New K-5/Middle School Site	$9,756,633				$0	$9,756,633
Doris/Patterson K-5	$492,786				$0	$492,786
Doris/Patterson 6-8	$278,057				$0	$278,057
Seabridge K-5	$3,019,331				$0	$3,019,331
Harrington K-5	$23,776,013				$0	$23,776,013
Elm K-5	$32,878,847				$0	$32,878,847
Lemonwood K-8	$41,990,714				$0	$41,990,714
McKinna K-5	$36,191,904				$0	$36,191,904
Rose Avenue K-5	$51,071,913				$0	$51,071,913
Planning for K-8 MPRs	$166,253				$0	$166,253
Harrington Kindergarten Annex	$3,215,039				$0	$3,215,039
Lemonwood Kindergarten Annex	$3,571,599				$0	$3,571,599
Technology	$12,234,498				$0	$12,234,498
McAuliffe K-5	$3,244,674	$5,958,194		$1,684,396	$7,642,590	$10,887,264
Ritchen K-5	$3,595,981	$5,478,414		$887,727	$6,366,142	$9,962,123
Brekke K-5	$2,184,562			$8,000,033	$8,000,033	$10,184,594
Ramona K-5	$2,192,490			$7,354,070	$7,354,070	$9,546,560
Driffill K-8	$429,872		$13,005,183		$13,005,183	$13,435,055
Chavez K-8	$649,121			$14,696,311	$14,696,311	$15,345,432
Kamala K-8	$619,816			$19,708,843	$19,708,843	$20,328,658
Curren K-8	$598,603		$26,442,963		$26,442,963	$27,041,566
Marshall K-8	$13,019,406			$5,376,218	$5,376,218	$18,395,624
Soria K-8				$3,904,945	$3,904,945	$3,904,945
Fremont 6-8	$1,901,281	$65,758,461			$65,758,461	$67,659,742
Frank 6-8				$15,290,123	$15,290,123	$15,290,123
Dr. Lopez 6-8	$1,079,278	$8,258,770	$46,799,697		$55,058,467	$56,137,745
ECDC at Driffill		$10,001,526			$10,001,526	$10,001,526
ECDC at Rose Avenue		$4,929,979			$4,929,979	$4,929,979
Brekke ES COP Lease Payments	$3,831,453				$0	$3,831,453
Land Acquisition COP Lease Payments	$480,000	$2,062,500	$2,321,000		$4,383,500	$4,863,500
Additional Program Expenditures	$4,519,836				$0	$4,519,836
Portables Lease Payments	$564,000				$0	$564,000
Total	**$265,321,079**	**$102,447,844**	**$88,568,843**	**$76,902,667**	**$267,919,354**	**$533,240,433**
Program Reserve	**$0**	**$18,379,761**	**$15,213,945**	**$10,692,507**	**$44,286,213**	**$44,286,213**
Total Uses	**$265,321,079**	**$120,827,605**	**$103,782,788**	**$87,595,174**	**$312,205,567**	**$577,526,646**

5.2 MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM EXPENDITURES TO DATE

A budget and expenditure tracking protocol has been established and utilized for projects currently being implemented. As of the January 2023 Semi-Annual Report, the total budget was approximately $332.6 million for projects under current implementation, exclusive of the net balance of the remaining Enhanced Master Construct that have been subsequently integrated into this report. Any changes to sources, uses, and schedules included in this report have considered actual District expenditures for the respective projects and are tracked against established project budgets. As needed, the program reserves and estimated ending fund balance will be utilized to accommodate unforeseen but required budget adjustments.

Table 8 provides a summary report of expenditures made for the Program during the period July 1, 2012 – April 30, 2023, totaling approximately $238.6 million. Expenditures made after this period will be accounted for in the next Semi-Annual update. The District's financial system accounts for expenditures by Fiscal Year (July 1 – June 30) and is used in reporting these expenditures. The report is organized by Fiscal Year and includes expenditures across various construction funds. It should be noted that expenditure reporting is based on the budget approved as part of the January 2023 Semi-Annual Report. Once the recommended budget adjustments are approved as part of this June 2023 report, subsequent expenditure reports will reflect the revised budget value.

The District has accounted for districtwide expenses, including the program manager fee in object codes 5800 and 6205 and has not allocated these expenses to specific projects. For the purposes of Table 8, CFW has allocated such districtwide program manager fee expenses by taking the actual expenditures for a given fiscal year and then allocating the actuals by the percentage of fees earned for that period for a given project pursuant to the latest agreed upon fee calculation. Pursuant to the contract, the total program management fee does not exceed 4.75% of the projects managed. From July 1, 2012, through April 30, 2023, the District disclosed expenditures of approximately $35.3 million for additional facilities improvements not identified in the Master Construct Program. Of the total, $14.5 million were expended for eligible projects prior to the adoption of the January 2013 Implementation Plan beginning with $3.7 million of Developer Fee Fund balances, plus additional expenditures thereafter which were planned for State aid reimbursement. Given the deferral of State reimbursements, these expenditures are now being subsumed into the Master Construct Program until such time that State aid reimbursement becomes available. Eligible improvements included, but are not limited to, replacement or addition of relocatable facilities, improvements and DSA closeout of prior projects, District energy efficiency improvements, and other facility improvements. The remaining $20.8 million in expenditures outside of the Program were funded by the District's prior Measure M bond program. Expenditure reports related to the current bond programs are made available for review by the Citizens' Oversight Committees and expenditures are audited annually for the Board's review.

Table 8: Estimated Expenditures to Date for Projects Under Implementation

Project	Adopted Budget	Fiscal Year Expenditures 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23[1]	Total
Acquire Site New Elem K-5	$7,767,119	$7,669,851	$34,158	$0	$46,736	$16,375	$575	($575)	$0	$0	$0	$0	$7,767,119
Doris/Patterson Acquire Land	$9,199,275	$0	$0	$0	$75,044	$205,921	$8,906,123	$12,186	$0	$0	$0	$0	$9,199,275
Doris/Patterson LAFCO Planning	$557,358	$0	$14,625	$37,345	$29,551	$143,778	$254,516	$14,492	$7,518	$2,730	$2,802	$0	$507,358
Design & Reconstruct Harrington Elem K-5	$23,776,013	$145,778	$1,493,468	$12,213,321	$9,696,534	$224,482	$2,431	$0	$0	$0	$0	$0	$23,776,013
Design & Reconstruct Lemonwood Elem K-8	$41,990,714	$143,601	$853,523	$1,448,320	$1,743,844	$15,507,309	$14,838,960	$6,968,618	$388,855	$82,327	$15,359	$38,154	$42,028,868
Design & Reconstruct Elm Elem K-5	$32,878,847	$0	$371,370	$1,190,499	$339,884	$3,322,667	$13,223,004	$13,246,832	$1,164,669	$19,923	$0	$0	$32,878,847
Design & Construct Seabridge K-5	$3,019,331	$0	$0	$0	$0	$149,354	$1,758,821	$432,230	$377,275	$301,651	$0	$0	$3,019,331
Design & Reconstruct McKinna K-5	$36,191,904	$0	$0	$0	$0	$665,360	$1,890,610	$16,647,525	$14,958,735	$1,928,504	$101,171	$0	$36,191,904
Design & Reconstruct Rose Avenue K-5	$51,071,913	$0	$0	$0	$0	$56,208	$1,101,475	$907,133	($12,288)	$339,496	$14,048,528	$16,516,185	$32,956,737
Design & Reconstruct Marina West K-5	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Design & Construct Doris/Patterson K-5	$492,786	$0	$0	$0	$421,184	$0	$0	$71,602	$0	$0	$0	$0	$492,786
Design & Construct Doris/Patterson 6-8	$278,057	$0	$0	$0	$0	$0	$0	$278,057	$0	$0	$0	$0	$278,057
Design & Improve K-5 Kindergarten Facilities													
Ritchen	$552,588	$14,815	$70,444	$350,437	$116,773	$119	$0	$0	$0	$0	$0	$0	$552,588
Brekke	$275,097	$11,699	$57,322	$199,450	$6,513	$112	$0	$0	$0	$0	$0	$0	$275,097
McAuliffe	$321,487	$11,331	$86,709	$214,442	$8,898	$107	$0	$0	$0	$0	$0	$0	$321,487
Driffill	$351,773	$51,334	$56,711	$242,911	$0	$817	$0	$0	$0	$0	$0	$0	$351,773
Total K-5 Kindergarten Facilities	***$1,500,945***	***$89,180***	***$271,185***	***$1,007,240***	***$132,184***	***$1,155***	***$0***	***$0***	***$0***	***$0***	***$0***	***$0***	***$1,500,945***
Design & Construct Science Labs/Academies													
Chavez	$649,121	$17,481	$168,665	$443,521	$19,273	$182	$0	$0	$0	$0	$0	$0	$649,121
Curren	$598,603	$16,815	$118,588	$445,540	$17,485	$176	$0	$0	$0	$0	$0	$0	$598,603
Kamala	$619,816	$17,230	$155,224	$428,876	$18,299	$186	$0	$0	$0	$0	$0	$0	$619,816
Dr. Lopez Academy of Arts & Sciences	$1,079,278	$63,562	$300,654	$664,564	$23,810	$25,687	$1,000	$0	$0	$0	$0	$0	$1,079,278
Fremont	$1,901,281	$85,016	$510,634	$1,209,204	$12,709	$83,718	$0	$0	$0	$0	$0	$0	$1,901,281
Total Science Labs/Academies	***$4,848,099***	***$200,104***	***$1,253,766***	***$3,191,705***	***$91,576***	***$109,948***	***$1,000***	***$0***	***$0***	***$0***	***$0***	***$0***	***$4,848,099***
Project 1 Remaining Adjustment	***$0***												
Kindergarten Flex Classrooms													
Brekke	$1,909,465	$0	$0	$0	$0	$0	$920,944	$988,521	$0	$0	$0	$0	$1,909,465
McAuliffe	$2,472,793	$0	$0	$0	$0	$0	$752,619	$1,706,119	$14,054	$0	$0	$0	$2,472,793
Ramona	$2,192,490	$0	$0	$0	$0	$0	$149,233	$1,898,328	$144,929	$0	$0	$0	$2,192,490
Ritchen	$2,597,633	$0	$0	$0	$0	$0	$720,196	$1,699,266	$178,170	$0	$0	$0	$2,597,633
Total Kindergarten Flex Classrooms	***$9,172,380***	***$0***	***$0***	***$0***	***$0***	***$0***	***$2,542,992***	***$6,292,234***	***$337,154***	***$0***	***$0***	***$0***	***$9,172,380***
Kindergarten Annex Improvements													
Harrington	$3,215,039	$0	$0	$28,210	$111,846	$62,878	$1,827,579	$1,177,574	$6,952	$0	$0	$0	$3,215,039
Lemonwood	$3,571,599	$0	$0	$22,554	$31,791	$34,636	$28,156	$167,567	$3,123,055	$126,417	$37,424	$69,596	$3,641,195
Total Kindergarten Annex Improvements	***$6,786,638***	***$0***	***$0***	***$50,764***	***$143,637***	***$97,514***	***$1,855,735***	***$1,345,141***	***$3,130,007***	***$126,417***	***$37,424***	***$69,596***	***$6,856,234***
Marshall K-8 12 Classroom Addition	$13,019,406	$0	$0	$82,332	$556,774	$175,245	$4,059,139	$5,350,111	$2,771,500	$24,306	$0	$0	$13,019,406
Planning related to MPRs for P/P K-8 Schools	$166,253	$0	$0	$0	$204,698	($36,006)	($2,439)	$0	$0	$0	$0	$0	$166,253
Driffill MPR	$78,099	$0	$0	$0	$0	$0	$0	$78,099	$0	$0	$0	$0	$78,099
Technology Phase 1	$12,184,723	$1,293,151	$7,531,055	$2,170,169	$269,612	$920,735	$0	$0	$0	$0	$0	$0	$12,184,723
Technology Phase 2	$49,775	$0	$0	$0	$0	$63,465	$187,239	$16,213	($127,279)	($89,863)	$0	$0	$49,775
Driffill Construct Kindergarten Classrooms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
McAuliffe 21st Century Modernization	$450,394	$0	$0	$0	$0	$0	$0	$0	$230,585	$208,558	$9,492	$0	$448,634
Ritchen 21st Century Modernization	$445,760	$0	$0	$0	$0	$0	$0	$0	$232,088	$202,543	$9,398	$0	$444,029
Design & Reconstruct Fremont Middle	$65,758,461	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$414,150	$414,150
Driffill ECDC	$10,001,526	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$177,643	$177,643
Program Planning	$150,474	$150,000	$474	$0	$0	$0	$0	$0	$0	$0	$0	$0	$150,474
Program Reserve	$772,147												
TOTAL	**$332,608,398**	**$9,691,666**	**$11,823,625**	**$21,391,694**	**$13,751,259**	**$21,623,508**	**$50,620,180**	**$51,659,899**	**$23,458,818**	**$3,146,592**	**$14,224,173**	**$17,215,728**	**$238,607,142**

Notes:

1. Fiscal Year 2022-23 expenditures are as of April 30, 2023

2. Budgets have been adjusted per the January 2023 Master Construct and Implementation Program approved by Board

3. Figures presented above are unaudited

4. Approximately $7.7 million in reported FY2017-18 expenditures for the Doris/Patterson Acquire Land was paid out of COP funds

5.3 PROPOSED SEQUENCING

The proposed plan of sequencing begins the process with the design and construction of Fremont at its proposed new location. Upon completion, students from Fremont would be moved into the new school. The old facility would be retained as long as possible to provide "swing space" to be used to house the next proposed projects to be constructed in sequence. Upon completion in its role as "swing space", the old Fremont campus will be removed and replaced with appropriate field space in support of the new campus for school and community use.

Likewise, the construction of the new Lopez campus would be done in a similar fashion to that undertaken at Lemonwood, with the new building designed and constructed first on the adjacent playfield while the existing school remains in operation. Upon completion, the old building would be ultimately demolished and play fields provided in its place. In the interim, the old facility would operate as additional "swing space" to expedite the completion of the next sequence of schools to be improved.

Both Driffill and Frank are proposed to be improved with students in place. At Driffill, the proposed facilities that do not displace existing uses would be built first. The portables on site would be used in combination with newly constructed classrooms, including those in the proposed ECDC, to provide "swing space" as the remaining classrooms, including those in the P2P wing, are upgraded. A similar approach is anticipated at Frank through a phased classroom improvement program by utilizing the existing portable as "swing space" in combination with completed classrooms once they receive upgrades.

An additional option, if necessary, is to maximize capacity to full enrollment at all 21st Century replacement or improved existing schools allowing the provision for the use of other select schools to be used as "swing space" in addition to those identified above. Once improvements at those schools needing "swing space" are complete, students will return to their school of residence.

5.4 PROPOSED PROGRAM MASTER SCHEDULE

As summarized in Tables 9-11, the estimated cost for remaining improvements is estimated to be implemented over three remaining phases (Phases 3-5) beginning in FY2022-23 through FY2030-31. Phase 3 completes improvements at Fremont, McAuliffe, Ritchen, and the proposed Driffill ECDC facility. ECDC facilities are also proposed at Rose Avenue as well as COP land acquisition payments. Design activities are proposed to be implemented for the reconstruction of Dr. Lopez 6-8 school. Bond proceeds from existing authorization and the new measure are proposed to front the brunt of required costs. State modernization grants and awarded and projected grants under the State's Preschool/TK/K are projected

to be also available and may assist in funding. Estimated developer fees are proposed to assist with funding, as available. Phase 3 improvements are projected to be complete by the end of FY2026-27.

Table 9: Phase 3 (FY2022-23 – FY2026-27) Master Schedule and Sequencing

Project	Estimated Budget
McAuliffe K-5	$5,958,194
Ritchen K-5	$5,478,414
Fremont 6-8	$65,758,461
Dr. Lopez 6-8	$8,258,770
ECDC at Driffill	$10,001,526
ECDC at Rose Avenue	$4,929,979
Land Acquisition COP Lease Payments	$2,062,500
Total	**$102,447,844**
Program Reserve	***$18,379,761***
Total Uses	**$120,827,605**

Phase 4 completes improvements at Driffill, Curren, and Lopez. Land acquisition COP lease payments would also be provided. Bond proceeds from existing authorization and from the second series of bond sales from the new bond measure would fund a major portion of anticipated costs. The balance is anticipated to be from State grants. Phase 4 improvements are projected to be complete by the end of FY2030-31.

Table 10: Phase 4 (FY2026-27 – FY 2030-31) Master Schedule and Sequencing

Project	Estimated Budget
Driffill K-8	$13,005,183
Curren K-8	$26,442,963
Dr. Lopez 6-8	$46,799,697
Land Acquisition COP Lease Payments	$2,321,000
Total	**$88,568,843**
Program Reserve	***$15,213,945***
Total Uses	**$103,782,788**

Phase 5 completes improvements at McAuliffe, Ritchen, Brekke, Ramona, Chavez, Kamala, Marshall, Soria, and Frank. Proceeds from the third series of bond sales from the new bond measure would fund a major

portion of anticipated costs. The balance is anticipated to be from State grants. Phase 5 improvements are projected to be complete by the end of FY2034-35.

Table 11: Phase 5 (FY2031-32 - FY2034-35) Master Schedule and Sequencing

Project	Estimated Budget
McAuliffe K-5	$1,684,396
Ritchen K-5	$887,727
Brekke K-5	$8,000,033
Ramona K-5	$7,354,070
Chavez K-8	$14,696,311
Kamala K-8	$19,708,843
Marshall K-8	$5,376,218
Soria K-8	$3,904,945
Frank 6-8	$15,290,123
Total	**$76,902,667**
Program Reserve	***$10,692,507***
Total Uses	**$87,595,174**

Based on the identified phasing plan, Table 12 provides a summary of proposed projects under management, including those that are currently underway totaling approximately $140 million.

Table 12: Projects Under Management

Project Name	Start Date	End Date	Master Budget (Current Dollars)
Construct:			
Rose Avenue	Jan-2017	Sep-2023	$51,071,913
Fremont 6-8	Dec-2022	Nov-2025	$65,758,461
Driffill ECDC	Nov-2022	Oct-2024	$10,001,526
Rose Avenue ECDC	Sep-2023	Aug-2025	$4,929,979
Planning/Design:			
Dr. Lopez 6-8	Sep-2023	Aug-2024	$8,258,770
		Total	**$140,020,649**

RECOMMENDATIONS

6.1 CONCLUSION & RECOMMENDATIONS

Over the next six months of implementation, the Master budget will continue to be monitored and enforced. Expenditure reporting will continue and be updated to reflect recommended budget adjustments provided in this update report. Budgets will also be reviewed and adjusted, where required, to accommodate actual contract commitments approved by the Board over the next six-month period. Steps will continue to be taken to file for eligible State aid applications and required agency approvals for project development and construction. Status reports will be provided to the Board as needed.

As part of the formal review process, it is recommended that the Board:

- Accept and adopt this semi-annual update to the Master Construct and Implementation Program/Enhanced Master Construct
- Direct staff and CFW to proceed with recommended adjustments to the Program for its immediate implementation
- Establish a date for the next six-month review by the Board.

EXHIBIT A

A.1 PRESENTATIONS, WORKSHOPS & UPDATES TO THE BOARD OF TRUSTEES

The table below contains a listing of presentations, workshops, and updates to the Board of Trustees for the Oxnard School District Facilities Implementation Program. Documentation of all Board activities is provided for the prior six months. For documentation of prior related Board Action items, please reference the same section of previous reports.

Date	Board Agenda Item	Agenda Description	Purpose	Action
14-Dec-22	C.20	Ratification of Amendment #1 to Agreement #21-141 with Construction Testing & Engineering, Inc. to Provide Additional Inspection and Testing Services as Lab of Record Services for the Rose Avenue School Reconstruction Project	Board of Trustees ratify Amendment #1 to Agreement #21-141 with Construction Testing & Engineering, Inc. for additional Inspection and Testing Services as Lab of Record for the Rose Avenue School Reconstruction Project, in the amount of $130,037.13, to be paid under Board approved Agreement #21-141 from Master Construct and Implementation Funds	Approved
14-Dec-22	D.1	Adoption of Resolution No. 22-13 Authorizing Submission of a General Waiver Request to the State Board of Education	Resolution #22-13 authorizing submission of a General Waiver Request to the State Board of Education	Approved
18-Jan-23	C.12	Approval of the Appointment of Flewelling and Moody as Architect of Record for the Driffill K-8 School Improvement Project, New Transitional Kindergarten Facilities and Approval of Architectural Services Agreement #22-201 with Flewelling and Moody	Board of Trustees appoint Flewelling & Moody as Architect of Record for the Driffill K-8 New Transitional Kindergarten Facilities Project, approve the proposed project design and site layout, and approve Architectural Services Agreement #22-201 with Flewelling & Moody, in the amount of $387,000.00, to be paid out of Master Construct and Implementation Program Funds	Approved
18-Jan-23	C.13	Ratification of Agreement #22-202 with Sharette to Provide Building Commissioning Services for the Rose Avenue School Reconstruction Project	Board of Trustees approve Agreement #22-202 with Sharette, for Building Commissioning Services for the Rose Avenue School Reconstruction Project, January 19, 2023 through September 20,2023, in the amount of $17,160.00, to be paid from Master Construct and Implementation Funds	Approved
18-Jan-23	C.15	Ratification of Amendment #001 to Agreement #21-140 with Kenco Construction Services, Inc., Additional Inspector of Record (IOR) Services for the Rose Avenue School Reconstruction Project	Board of Trustees approve Amendment #001 to Agreement 21-140 with Kenco for additional Inspection and Testing Services as Lab of Record for the Rose Avenue School Reconstruction Project, September 1, 2022 - April 30, 2023, in the amount of $147,840.00, to be paid from Master Construct and	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
1-Feb-23	A.11	Presentation of the January 2023 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program	Board of Trustees receive the January 2023 Semi-Annual Implementation Program Update. The Report will subsequently be placed on the February 15, 2023 Board meeting agenda for adoption	Information
15-Feb-23	D.2	Approval of Resolution #22-16 of the Board of Trustees of the Oxnard School District Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program – Marina West Elementary Transitional Kindergarten Classrooms	Appprove Resolution #22-16 Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program – Marina West Elementary Transitional Kindergarten Classrooms	Approved
15-Feb-23	D.3	Approval of Resolution #22-17 of the Board of Trustees of the Oxnard School District Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program – Marina West Elementary Preschool Classrooms	Approve Resolution #22-17 Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program – Marina West Elementary Preschool Classrooms	Approved
15-Feb-23	D.4	Approval of Resolution #22-18 of the Board of Trustees of the Oxnard School District Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program – Marina West Elementary Kindergarten Classrooms	Approve Resolution #22-18 Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program – Marina West Elementary Kindergarten Classrooms	Approved
15-Feb-23	D.5	Adoption of Resolution No. 22-19: Resolution Authorizing the Issuance and Sale of General Obligation Bonds, 2022 Election, Series A, in the Aggregate Principal Amount of Not to Exceed $78,000,000, and Approving Related Documents and Actions Including a Bond Purchase Agreement and Preliminary Official Statement	Board of Trustees adopt Resolution No. 22-19: Resolution Authorizing the Issuance and Sale of General Obligation Bonds, 2022 Election, Series A, in the Aggregate Principal Amount of Not to Exceed $78,000,000, and Approving Related Documents and Actions Including a Bond Purchase Agreement and Preliminary Official Statement	Approved
1-Mar-23	C.2	Ratification of Allocations of Contract Contingency #1. Agreement #17-158 and Guaranteed Maximum Price (GMP) between the Oxnard School District and Balfour Beatty Contractors, LLC to provide Lease-Lease-Back Construction Services for the Rose Ave Elementary School Reconstruction Project	Board of Trustees ratify the Allocation #1 Approval Documents as presented and the distributions of the funds reported for the Rose Avenue Elementary School Reconstruction, under the Master Construct & Implementation Funds Program, at no additional fiscal impact	Approved
1-Mar-23	C.3	Ratification of Allocations of Project Contingency #2. Agreement #17-158 and Guaranteed Maximum Price (GMP) between the Oxnard School District and Balfour Beatty Contractors, LLC to provide Lease-Lease-Back Construction Services for the Rose Ave	Board of Trustees ratify the Allocation Approval Documents #2 as presented and the distributions of the funds reported for the Rose Avenue Elementary School Reconstruction, under the Master Construct & Implementation Funds Program, at no	Approved
1-Mar-23	C.4	Ratification of Allocations of Allowances #3, 4, 5. Agreement #17-158 and Guaranteed Maximum Price (GMP) between the Oxnard School District and Balfour Beatty Contractors, LLC to provide Lease-Lease-Back Construction Services for the Rose Ave Elementary School Reconstruction	Board of Trustees ratify the Contingency Allocation Approval Documents for #3, 4, and 5 as presented and the distributions of the funds reported for the Rose Avenue Elementary School Reconstruction, under the Master Construct & Implementation Funds Program, at no additional fiscal impact	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
15-Mar-23	C.20	Ratification of Amendment #1 to Agreement #22-201 with Flewelling & Moody for the Driffill K-8 School Improvement Project, New Transitional Kindergarten Facilities	Board of Trustees approve Amendment #1 to Agreement #22-201, with Flewelling & Moody, for the Driffill K-8 School Improvement Project, New Transitional Kindergarten, in the amount of One Hundred Thousand Dollars and No Cents ($100,000.00), to be paid out of Master Construct and Implementation Program funds	Approved
19-Apr-23	A.13	Presentation by CFW Advisory Services Summarizing the Sale of Measure "I" Bonds	Summary of the recent sale of Measure "I" Bonds	Information
19-Apr-23	C.7	Approval to Re-establish the Architectural Pool of Approved Architectural Firms to be Eligible to Provide Proposals to the Oxnard School District for Future Architectural Services	Board of Trustees approve the updated Architectural Pool, as presented	Approved
19-Apr-23	C.17	Approval of Agreement #22-230 with Enviroplex, Inc. to provide Full Modular Building Design and Construction Services for Ten (10) Modular Classrooms for the Driffill Elementary School Improvement Project, New Transitional Kindergarten Facilities	Board of Trustees approve Agreement #22-230 with Enviroplex, Inc. to provide Full Modular Building Design and Construction Services for Ten (10) Modular Classrooms for the Driffill Elementary School Improvement Project, New Transitional Kindergarten Facilities, in the amount of $5,000,000.00, to be paid out of Master Construct and Implementation Funds	Approved
3-May-23	C.6	Aprroval of Agreement #22-238 with Viola Inc. Constructors for the Driffill Elementary School Improvement Project, constructing 10 modular classrooms for New Transitional Kindergarten Facilities	Board of Trustees approve Agreement #22-238 with Viola Inc. Constructors for Driffill Elementary School Improvement Project, constructing 10 modular classrooms for New Transitional Kindergarten Facilities. The pre-construction portion will cost $27,870.00, to be paid out of the Master Construct and Implementation Program fund	Approved
17-May-23	C.10	Approval of Agreement #22-238 with Viola Inc. Construction Service Agreement for 10 modular classrooms in Driffill Elementary	Board of Trustees approve Agreement #22-238 with Viola Inc. Constructors for Driffill K-8 New Transitional Kindergarten Facilities Project , covering the pre-construction portion of $27,870.00 , to be paid out of the Master Construct and Implementation Program funds	Approved

EXHIBIT B

B.1 GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used and efficient method of financing school facility improvements locally in California. More than 600 school districts in the state have issued G.O. bonds to finance necessary improvements. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition (Prop.) 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest to a district to finance improvements over time.

B.1.1 EXISTING G.O. BOND AUTHORIZATIONS & PAST ISSUANCES

The District successfully passed a local G.O. bond authorization in 1997, 2006, 2012, 2016, 2022 respectively. Table B1 summarizes the District's past G.O. bond issuances and provides data for each issuance's sale date, original principal, current outstanding principal, original repayment ratio, and remaining term.

The 1997 authorization approved the sale of $57 million in G.O. bonds. To date, $57 million in bonds have been sold, leaving no remaining authorization from the 1997 Election. After the issuance of the 1997 Election bonds, the District issued seven series of refunding bonds between 2001 and 2022 to refinance outstanding 1995 Election bonds and generate debt service savings for District taxpayers. The 1995 Election was approved pursuant to Proposition 46 which required a 2/3 majority of voters to pass and there is no legal tax rate limit for the purposes of issuing bonds from this authorization. As of August 1, 2022, the outstanding principal to be repaid from the 1995 Election is approximately $26.1 million.

The 2006 authorization was approved by voters and authorized the sale of $64 million in G.O. bonds. To date, $64 million in bonds have been sold, leaving no remaining authorization from the 2006 Election. Subsequent to issuance of bonds, the District refunded some of the 2006 Election bonds in 2014, 2015, 2016, and 2020 to refinance outstanding 2008 Election bonds and generate debt service savings for District taxpayers. As of August 1, 2022, the outstanding principal to be repaid from the 2008 Election is approximately $37.5 million.

The 2012 authorization was approved by voters and authorized the sale of $90 million in G.O. bonds. To date, $90 million in bonds have been sold, leaving no remaining authorization from the 2012 Election. After the issuance of Election 2012 bonds, the District refunded bonds in 2019, 2020, and 2022 to refinance outstanding 2012 Election bonds and generate debt service savings for District taxpayers. As of August 1, 2022, the outstanding principal to be repaid from the 2012 Election is approximately $95.2 million.

Table B1: Summary of District G.O. Bond Authorizations and Past Issuances

Series	Type	Sale Date	Principal Amount	Principal Outstanding	Repayment Ratio[1]	Years Remaining	Refunded Series
1997 Election (Prop. 46 Election)					**Authorization:**		**$57,000,000**
New Money Issues							
1997A	Tax-Exempt GO Bond	8/5/1997	$5,000,000	$0	2.03	0	
1999B	Tax-Exempt GO Bond	6/30/1999	$13,000,000	$0	2.02	0	
2000C	Tax-Exempt GO Bond	7/11/2000	$4,000,000	$0	2.07	0	
2001D	Tax-Exempt GO Bond	2/20/2001	$7,800,000	$0	1.93	0	
2001E	Tax-Exempt GO Bond	7/24/2001	$15,000,000	$0	1.95	0	
2002F	Tax-Exempt GO Bond	8/6/2002	$5,000,000	$0	1.91	0	
2004G	Tax-Exempt GO Bond	6/30/2004	$7,200,000	$0	1.90	0	
		Total	**$57,000,000**				
Refunding Issues							
2001	Tax-Exempt GO Bond	8/15/2001	$20,920,000	$0	1.96	0	97A, 99B, 2000C
2010	Tax-Exempt GO Bond	3/3/2011	$10,750,000	$0	1.35	0	01D, 01E, 02F, 04G
2011	Tax-Exempt GO Bond	7/1/2011	$7,275,000	$0	1.46	0	01D, 01E, 02F, 04G
2012	Tax-Exempt GO Bond	6/21/2012	$12,240,000	$375,000	1.62	1	01D, 01E, 02F, 04G
2019	Taxable GO Bond	10/31/2019	$13,765,000	$13,590,000	1.18	9	01Ref, 11Ref
2020	Taxable GO Bond	9/3/2020	$13,645,000	$11,945,000	1.12	10	10Ref, 11Ref, 12Ref
2022	Tax-Exempt GO Bond	6/22/2022	$380,000	$186,000	1.02	0	12Ref
		Total		**$26,096,000**	**1.16**	**10**	
1997 Election 2022-23 Tax Rate: $4.60					**Remaining Authorization:**		**$0**
2006 Election (Prop. 39 Election)					**Authorization:**		**$64,000,000**
New Money Issues							
2007A	Tax-Exempt GO Bond	2/8/2007	$32,000,000	$0	1.83	0	
2008B	Tax-Exempt GO Bond	7/11/2008	$31,997,467	$7,077,467	1.98	10	
		Total	**$63,997,467**				
Refunding Issues							
2014	Tax-Exempt GO Bond	6/4/2014	$11,835,000	$4,435,000	1.36	3	2007A
2015	Tax-Exempt GO Bond	4/8/2015	$14,305,000	$8,025,000	1.72	13	2007A
2016	Tax-Exempt GO Bond	8/31/2016	$16,360,000	$9,235,000	1.23	3	2008B
2020	Taxable GO Bond	9/3/2020	$9,110,000	$8,685,000	1.18	10	14Ref, 15Ref
		Total		**$37,457,467**	**1.48**	**13**	
2006 Election 2022-23 Tax Rate: $23.20					**Remaining Authorization:**		**$0**
2012 Election (Prop. 39 Election)					**Authorization:**		**$90,000,000**
New Money Issues							
2012A	Tax-Exempt GO Bond	12/27/2012	$18,390,000	$455,000	1.79	4	
2013B	Tax-Exempt GO Bond	5/30/2013	$25,500,000	$1,030,000	1.99	5	
2014C	Tax-Exempt GO Bond	10/21/2014	$15,750,000	$2,025,000	2.07	15	
2015D	Tax-Exempt GO Bond	7/22/2015	$30,360,000	$3,790,000	1.89	5	
		Total	**$90,000,000**				
Refunding Issues							
2019	Taxable	10/31/2019	$13,057,988	$12,180,000	1.48	20	2012A, 2013B
2020	Taxable GO Bond	9/3/2020	$68,020,000	$65,820,000	1.38	21	2013B, 2014C, 2015D
2022	Tax-Exempt GO Bond	6/22/2022	$10,238,000	$9,913,000	1.39	20	12Ref
		Total		**$95,213,000**	**1.43**	**21**	
2012 Election 2022-23 Tax Rate: $44.30					**Remaining Authorization:**		**$0**
2016 Election (Prop. 39 Election)					**Authorization:**		**$142,500,000**
New Money Issues							
2017A	Tax-Exempt GO Bond	3/15/2017	$81,000,000	$81,000,000	2.13	23	
2018B	Tax-Exempt GO Bond	3/14/2018	$13,996,626	$12,782,213	2.16	24	
2020C	Tax-Exempt GO Bond	11/24/2020	$10,995,135	$10,995,135	1.99	27	
		Total	**$105,991,760**	**$104,777,348**	**2.12**	**27**	
2016 Election 2022-23 Tax Rate: $27.10					**Remaining Authorization:**		**$36,508,240**
2022 Election (Prop. 39 Election)					**Authorization:**		**$215,000,000**
New Money Issues							
2017A	Tax-Exempt GO Bond	3/30/2023	$76,515,000	$76,515,000	1.98	30	
2022 Election 2022-23 Tax Rate: $0.00					**Remaining Authorization:**		**$138,485,000**
All Elections Total			**$393,504,228**	**$340,058,815**	**1.75**	**30**	
Aggregate 2022-23 Tax Rate: $99.20							

Sources: Electronic Municipal Market Access (EMMA), Thomson Reuters, County

[1] Repayment ratio upon issuance of bonds; total represents weighted average of all outstanding bonds

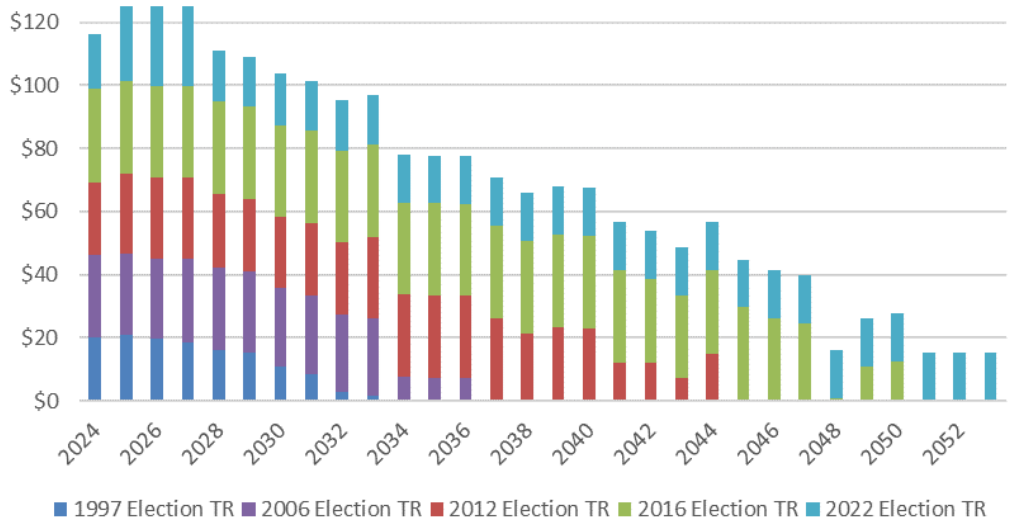
The 2016 authorization was approved by voters and authorized the sale of $142.5 million in G.O. bonds. To date, $104.9 million in bonds have been sold, leaving a remaining authorization of $36.5 million from the 2016 Election. As of August 1, 2022, the outstanding principal to be repaid from the 2016 Election is approximately $104.8 million.

In November 2022, voters in the District approved and authorized the sale of $215 million in G.O. bonds. On February 15, 2023, the Board authorized the sale of the first series of bonds from the 2022 Election. Based on market conditions at the time of the bond sale and the District's bonding capacity, the District sold approximately $76.5 million in G.O. bonds leaving approximately $138.5 million in remaining authorization.

Each of the 2006, 2012, 2016, 2022 authorizations were approved pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing bonds from each respective authorization. The District's currently outstanding bonds, and subsequent refunding of these bonds, account for approximately $340.1 million in outstanding principal. All outstanding bonds are scheduled to be repaid by fiscal year (FY) 2053-54.

Figure B1 indicates the estimated tax rate required to pay the principal and interest for the District's outstanding bonds. In FY 2022-23, Ventura County levied an aggregate tax rate of $99.20 per $100,000 of assessed value for the District's outstanding G.O. bonds. Based on the interest and principal payments scheduled for the repayment of outstanding bonds and an average annual assessed value growth of 4 percent (4.0%) over the remaining term of the bonds, it is estimated that the annual tax rate to repay the bonds will begin to gradually decline over the next four years and continue to decline more rapidly thereafter.

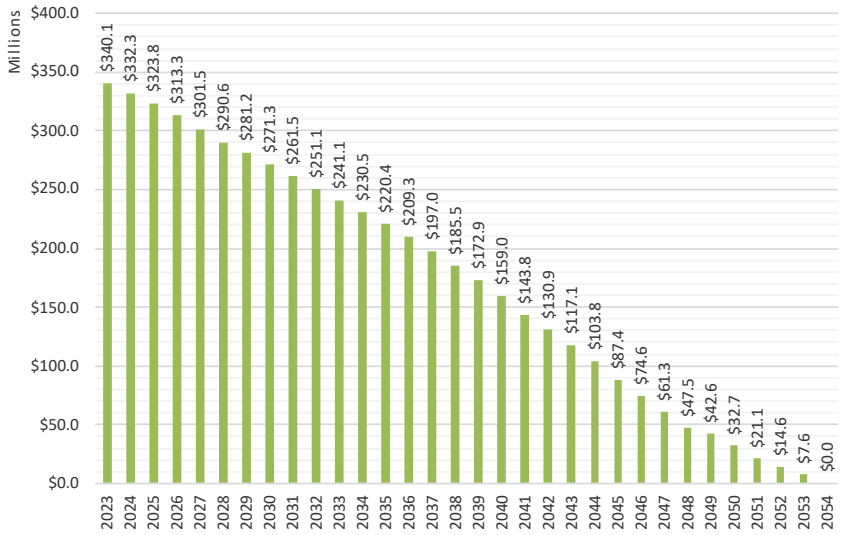
Figure B1: Estimated District G.O. Bond Tax Rates Per $100,000 of Assessed Value



The District's current outstanding bonds, and subsequent refunding of these bonds, account for approximately $340 million in outstanding principal. All outstanding bonds are scheduled to be repaid by

fiscal year FY 2053-54, with total annual payments ranging between $6.9 million and $24.0 million for the next 31 years. Total principal to be repaid year-to-year ranges from $5.0 million to $13.1 million, while interest payments range from $323,425 to $13.1 million. Figure B2 indicates that the District had approximately $340 million in total outstanding G.O. bonded indebtedness in FY 2022-23 and is anticipated to decline thereafter absent any additional G.O. bond sales. Absent any additional debt issuance, all current outstanding principal is scheduled to be retired by the end of FY 2053-54.

Figure B2: Remaining G.O. Bond Principal Outstanding Over Time



B.1.2 FUTURE BOND SALES

The District has remaining G.O. bond authorization from both the 2016 Election and the 2022 Election. Both authorizations are also subject to the provisions of Proposition 39 which requires a school district to certify that the estimated tax rate to repay subsequent bond sales would not exceed $30 per $100,000 of assessed value and establish a Bond Oversight Committee to review annual performance audits of the bond fund expenditures.

Similar to the District's previous bond programs subject to Prop. 39, the availability of future bond funds is dependent on the District's assessed valuation growth to accommodate the Prop. 39 tax rate allowance of $30 per $100,000 of assessed value for non-unified school districts in California.

The District's total assessed valuation serves as the source from which tax revenues are derived for the purpose of repaying the District's bond debt service. As the assessed value grows, so does the District's ability to repay a greater amount of bond debt service and therefore its ability to issue additional bonds. Table B2 presents a history of the District's assessed valuation. Historically, assessed value has increased with some minimal periods of decline. During the early to late 2000s, the District experienced assessed value growth ranging from approximately 9 to 14 percent annually. This coincided with a period of strong

economic performance statewide. Conversely, as the economy contracted during the Great Recession, the District's assessed valuation experienced periods of contraction in FY 2010 through FY 2012. Overall, assessed valuation growth averaged 5.1 percent annually over the last 20 years. Most recently, over the last 5-year period, the annual assessed valuation growth rate has averaged 4.6 percent. While annual assessed valuation growth has slowed compared to the mid-2000s, it may indicate a more sustainable pace of economic expansion within the District.

Table B2: Historic District Total Assessed Valuation

Assessed Valuations		
FYE	Total	% Change
2003	$5,963,113,197	9.28%
2004	$6,635,172,071	11.27%
2005	$7,583,558,704	14.29%
2006	$8,657,971,155	14.17%
2007	$9,931,635,061	14.71%
2008	$10,883,340,116	9.58%
2009	$10,923,360,081	0.37%
2010	$10,256,972,528	-6.10%
2011	$10,222,956,307	-0.33%
2012	$10,128,841,659	-0.92%
2013	$10,224,776,805	0.95%
2014	$10,523,302,599	2.92%
2015	$11,258,539,314	6.99%
2016	$11,811,053,863	4.91%
2017	$12,231,081,218	3.56%
2018	$12,813,934,964	4.77%
2019	$13,410,386,931	4.65%
2020	$14,062,908,693	4.87%
2021	$14,639,854,133	4.10%
2022	$15,163,509,508	3.58%
2023	$16,040,644,236	5.78%
5-Year Average		4.59%
10-Year Average		4.61%
20-Year Average		5.07%

Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For an elementary school district, bonded indebtedness cannot exceed 1.25 percent of the District's total assessed valuation at the time bonds are to be sold. The bond limit may be exceeded by obtaining a waiver from the State.

Recently in May 2023, the State approved the District's request for a Debt Limit Waiver, enabling the District to issue bonds up to 2.14 percent of the District's total assessed valuation. As calculated in Table 12, using the District's current total assessed value and effective debt limit, the District has a gross bonding capacity of approximately $343.2 million. Table B3 indicates that the District had approximately $340 million in total outstanding G.O. bonded indebtedness as of 2022-23, resulting in a current net bonding

capacity of approximately $3.2 million. Overall, the District is currently utilizing 169.60 percent of its statutory bonding capacity.

Table B3: District's Bonding Capacity

Fiscal Year 2022-23	
ASSESSED VALUATION	
Secured Assessed Valuation	$15,214,314,339
Unsecured Assessed Valuation	$826,329,897
DEBT LIMITATION	
Total Assessed Valuation	$16,040,644,236
Applicable Bond Debt Limit with Waiver*	2.14%
Bonding Capacity	$343,269,787
Outstanding Bonded Indebtedness	$340,058,815
NET BONDING CAPACITY	$3,210,972
% of Capacity Current Used	99.06%
*2023 Waiver	
HARDSHIP ANALYSIS	
Hardship Requirement	60.00%
Statutory Bonding Capacity (1.25% AV)	$200,508,053
Outstanding Bonded Indebtedness	$340,058,815
% of Statutory Bonding Capacity Utilized	169.60%

Additional bonding capacity requires an increase in the assessed valuation of the District over time and/or the repayment outstanding principal. The District may also elect to pursue authorization from the State Board of Education for a waiver to increase its bonding capacity as it has successfully obtained in the past.

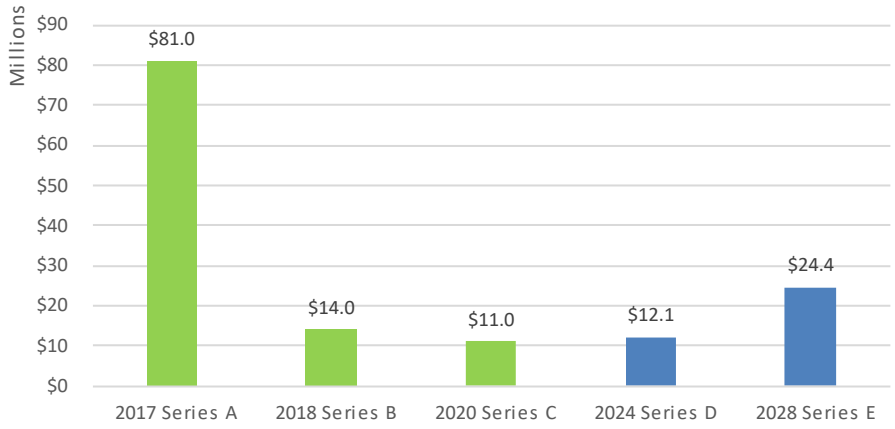
B.1.2.1 ADDITIONAL G.O. BOND SALES – 2016 ELECTION

The availability of future bond funds is dependent on the District's assessed valuation growth to accommodate the Prop. 39 tax rate allowance of $30 per $100,000 of assessed value for elementary school districts in California. Based on Prop. 39, under which Measure "D" was held, the District is legally permitted to sell bonds up to the amount authorized by voters, so long as the bonds may be reasonably supported by a maximum tax rate per year of $30 per every $100,000 of assessed property value. The tax rate to repay the outstanding Measure D bonds commenced in fiscal year 2018-19; for the current fiscal year 2022-23, the County is levying a rate of $27.10 per $100,000 of assessed property value.

Figure B3 presents the amount of bonds issued to date and the amount that may be issued in the future assuming certain conditions. First, it is assumed that assessed value will continue to grow at approximately 87 percent of its last five-year average rate, or 4 percent per year. It also assumes that the repayment of any new bonds to be sold will not exceed the $30 per $100,000 assessed valuation tax rate. Figure 5

illustrates the estimated timing and size of remaining bond issuances in support of the Master Construct Program. In total $36.5 million in authorization remains from Measure "D" which may be issued as indicated over two bond sales.

Figure B3: Estimated Timing and Sizing of Future Measure "D" Bond Issuances



The availability of additional funds issued in 2020 Series C is credited to the District's recent growth in assessed valuation and current interest rates for similarly rated California school districts. To access the bond proceeds and to conform to the Program's constraints such as the $30 tax rate, the District has utilized Capital Appreciation Bonds (CABs). CABs are bonds that may defer principal and interest repayments in order to better accommodate debt service repayment requirements and available tax revenues. As such, they tend to require a higher rate of interest for repayment. This may increase the overall cost of borrowing; however, the overall program has benefited from lower than expected interest rates and it is estimated based on current market conditions that the total repayment ratio for all Measure "D" bonds will be lower than the overall repayment ratio estimated to voters at the time of the election. It is estimated that the balance of the Measure "D" authorization will be issued over two future tranches currently scheduled for 2024 and 2028, subject to Board review and approval. The estimated amounts of $12.1 million for the 2024 Series D issuance and $24.4 million for the 2028 Series E issuance assume 4 percent average annual District assessed value growth moving forward. In addition, the average interest rate is assumed to be 4 percent, which is higher than the most recent 2020 Series C issuance. Bond terms are assumed to be 25 years and will likely utilize CABs. Actual bond proceeds from future issuances may differ from the estimates provided here and will depend on both District needs and market conditions at the time of sale. This analysis includes assessed values for 2022-23 as published by the County.

B.1.2.1 ADDITIONAL G.O. BOND SALES – 2022 ELECTION

Proposition 39 authorizes school districts to issue new bonds upon a 55 percent affirmative vote by the local electorate in a regularly scheduled election. For an elementary school district, the maximum tax rate to be levied at the time bonds are sold must not exceed $30 per $100,000 of assessed value. In addition, districts must agree to be subject to certain conditions, including the establishment of a project list, an

independent citizens' oversight committee, and annual performance and financial audits. The District has a history of conducting Proposition 39 elections and issuing bonds consistent with these requirements.

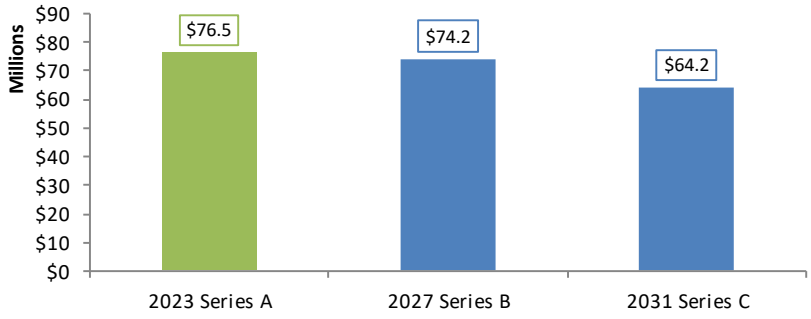
In November 2022, voters in the District approved and authorized a new general obligation bond program which was structured to meet the above requirements and mitigate the delay or future lack of State aid funding of proposed projects. Assuming that the District's assessed valuation continues to grow at an annual average of 4.0 percent and that the District implements the maximum tax rate of $30 per $100,000 of assessed value allowed by Proposition 39 over a 30-year term for each bond sale, the District could generate approximately $215 million in bond proceeds over a projected 8-year period based on current market conditions.

In March 2023, the District issued the first series of bonds from the 2022 Election authorization in the amount of approximately $76.5 million. The size and timing of the remaining bond sales depend on the needs of the overall program and can be structured to allow projected assessed valuation growth between bond issuances so that required tax rates for bond repayments stay within the estimated Proposition 39 rate of $30 per $100,000 of assessed valuation. The issuance of additional bonds will require authorization from the State Board of Education for a waiver to increase its bonding capacity which the District has been successfully garnered in the past. The application for this waiver was submitted to the State Board of Education and was approved at its May 2023 meeting.

Figure B4: Estimated 2022 Election Bond Proceeds

Prop. 39 (55%) Election

Tax Rate	2023 Series A	2027 Series B	2031 Series C	Total
$30	$76.5	$74.2	$64.2	**$215.0 million**



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Consent Agenda

Establishment of Positions (Torres/Fuentes)

A five-hour and forty-five minute 183-day Paraeducator-Special Education position number 9274 to be established at San Miguel School. This position will be established to update the Paraeducator III position to the new job description of Paraeducator-Special Education.

A five-hour and forty-five minute 183-day Paraeducator-Special Education position number 977 to be established at McAuliffe School. This position will be established to update the Paraeducator III position to the new job description of Paraeducator-Special Education.

An eight-hour 183-day Speech Language Pathology Assistant position number 11755 to be established in the Special Education Department. This position will be established to provide support for the Department.

An eight-hour 183-day Speech Language Pathology Assistant position number 11756 to be established in the Special Education Department. This position will be established to provide support for the Department.

FISCAL IMPACT:
Cost for 1 Paraeducator-Special Education: $740.73 SPED funds.
Cost for 1 Paraeducator-Special Education: $740.73 SPEC ED-Idea Basic Local Assist. funds
Cost for 2 Speech Language Pathology Assistants: $164,528.10 SPED funds.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the establishment of positions as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Consent Agenda

Personnel Actions (Torres/Fuentes)

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 of Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the Personnel Actions as presented.

ADDITIONAL MATERIALS:

Attached: Classified Personnel Actions 08.23.23 (1 pg).pdf
Certificated Personnel Actions 08.23.23 (2 pgs).pdf

CLASSIFIED PERSONNEL ACTIONS

New Hires

Cazares, Maritza G.	After School Program Site Coordinator, Position #11706 Enrichment and Specialized Programs 8.0 hrs./246 days	08/07/2023
Edwards, Ashley A.	Paraeducator-Special Education, Position #2060 Lopez 5.75 hrs./183 days	08/15/2023
Griego, Jessica C.	Payroll Technician, Position #11731 Budget & Finance 8.0 hrs./246 days	07/27/2023
Ko, Kathleen	Paraeducator-Special Education, Position #5561 Curren 5.75 hrs./183 days	08/15/2023
Perez, Blanca	Office Assistant, Position #10621 Lopez 8.0 hrs./202 days	08/02/2023
Zaldana, Kimberly A.	Paraeducator-General Education, Position #2699 Frank 5.75 hrs./183 days	08/15/2023

Limited Term/Substitutes

Chavez, Jose	Custodian (substitute)	07/19/2023

Transfers

Smith, Ty M.	Grounds Maintenance Worker I, Position #10405 Grounds 8.0 hrs./246 days Grounds Maintenance Worker I, Position #10404 Grounds 8.0 hrs./246 days	07/24/2023
Wilson, Luke	Paraeducator-Hearing Impaired, Position #11466 Marshall 5.75 hrs./183 days Registered Behavior Technician, Position #9254 Special Education 5.75 hrs./183 days	08/15/2023

Resignations

Cortez, Angela G.	Campus Assistant, Position #9145 Rose Ave 4.5 hrs./180 days	08/02/2023
Lopez, Rosie A.	Paraeducator-Hearing Impaired, Position #2955 Marshall 5.75 hrs./183 days	07/28/2023
Preciado, Sheryl	After School Program Site Coordinator, Position #11708 Enrichment and Specialized Programs 8.0 hrs./246 days	08/09/2023
Rodas, Brianna M.	Paraeducator-Special Education, Position #1936 San Miguel 5.75 hrs./183 days	08/07/2023

Retirement

Brogdon, Susan C.	Child Nutrition Worker, Position #2153 Kamala 5.0 hrs./180 days	09/29/2023
Kubilos, Teresita	Pre K Teacher, Position #10904 Ritchen 6.0 hrs./183 days	06/30/2023

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

Aguilera, Andrea	Teacher, Special Education	2023/2024 School Year
De La Cruz, Laura	Teacher, Special Education	2023/2024 School Year
Duenas, Robert	School Psychologist	2023/2024 School Year
Escobedo Garcia, Pavel	Assistant Principal	2023/2024 School Year
Garcia, Mariana	Assistant Principal	2023/2024 School Year
Johnson, Denise	Assistant Principal	2023/2024 School Year
Jolley, Temree	Teacher, Spanish	2023/2024 School Year
Kim, Hyuna	Speech Language Pathologist	2023/2024 School Year
Lever, Jonathan	Assistant Principal	2023/2024 School Year
Luna, Jaime	School Counselor	2023/2024 School Year
MacGillivray, Jane	School Nurse	2023/2024 School Year
Montes, Gladys	Teacher, Special Education	2023/2024 School Year
Murillo, Georgine	Teacher, Special Education	2023/2024 School Year
Ramirez, Tara	Manager, Federal & State Grants	2023/2024 School Year
Ross, Charles	Teacher, Science	2023/2024 School Year
Cannon, Denise	Substitute Teacher	2023/2024 School Year
Davila, Mayra	Substitute Teacher	2023/2024 School Year
Gagua, Chloe	Substitute Teacher	2023/2024 School Year
Gallegos, Rosa	Substitute Teacher	2023/2024 School Year
Juarez, Merari	Substitute Teacher	2023/2024 School Year
Juarez Barron, Azucena	Substitute Teacher	2023/2024 School Year
Leftwich, Tamara	Substitute Teacher	2023/2024 School Year
Lopez, Basiliza	Substitute Teacher	2023/2024 School Year
Maldonado, Vanessa	Substitute Teacher	2023/2024 School Year
Meyer, Hannah	Substitute Teacher	2023/2024 School Year
Salas, Andrea	Substitute Teacher	2023/2024 School Year
Tellez, Ruby	Substitute Teacher	2023/2024 School Year
Torres, Leydi	Substitute Teacher	2023/2024 School Year
Turner, Kelei	Substitute Teacher	2023/2024 School Year
Verdin Lizarraga, Cinthia	Substitute Teacher	2023/2024 School Year
Wortman, Brian	Substitute Teacher	2023/2024 School Year
Yahr, Trevelyn	Substitute Teacher	2023/2024 School Year
Young, Cynthia	Substitute Teacher	2023/2024 School Year

Resignation

AguileraFort, Karling	Superintendent	06/30/2023

Frenes, Daniel	Teacher, Special Education	06/16/2023
Hanson, Alexa	Speech Language Pathologist	06/16/2023
Madrigal, Max	Teacher, Multiple Subject	06/16/2023
Meza, Ramon	Teacher, Science	06/16/2023
Raskin, Sarah	Teacher, Science	08/21/2023
Trejo, Evelyn	Teacher, Multiple Subject	06/16/2023
Tunin, Kathryn	Teacher, Physical Ed	06/16/2023

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Academic Agreement

Approval of Agreement #23-83 – Center for Teaching for Biliteracy (DeGenna/Fox)

Center for Teaching for Biliteracy will provide virtual and in-person Professional Development in the area of Dual Language Programs to 4th & 5th grade DLI teachers, Principals and TOSA's.

Term of Agreement: August 24, 2023 through June 30, 2024

FISCAL IMPACT:
Not to exceed $159,000.00 – Title II

RECOMMENDATION:
It is the recommendation of the Executive Director, Teaching & Learning, and the Interim Superintendent, that the Board of Trustees approve Agreement #23-83 with Center for Teaching for Biliteracy.

ADDITIONAL MATERIALS:

Attached: Agreement #23-83, Center for Teaching for Biliteracy (4 Pages)
Proposal (2 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-83

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Center for Teaching for Biliteracy, LLC, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Center for Teaching for Biliteracy, LLC
Provider

312-859-1749
Telephone Number

4957 Oakton Street, #228
Street Address

teachingforbiliteracykb@gmail.com
E-mail Address

Skokie, IL 60077
City, State, Zip code

Tax Identification or Social Security Number

Services

*SEE ATTACHED PROPOSAL

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 24, 2023 through June 30, 2024
Date(s) of Service

8:00am - 5:00pm
Hour(s) of Service

Location

Fees

Compensation for Services	$ 159,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 159,000.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Melody Wharton		
Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

Center for Teaching for Biliteracy, LLC
4957 Oakton St., #228
Skokie, IL 60077
TeachingForBiliteracy@gmail.com
www.TeachingForBiliteracy.com

Proposal for Oxnard School District: FY 2023-2024

Scope of Services, Fees, and Expenses:

In-person professional development for dual language stakeholders.		
5th grade		
Date	**Focus**	**Fee, inclusive of all expenses**
Oct 23-24, 2023	2 days of in-person professional development for **5th grade** dual language teachers.	**$18,000** (this fee includes an additional day for working with the TOSAs, see below)
Dec 4-5, 2023		**$18,000** (this fee includes an additional day for working with the TOSAs, see below)
Feb 5-6, 2024		**$18,000** (this fee includes an additional day for working with the TOSAs, see below)
TOSAs		
Date	**Focus**	**Fee, inclusive of all expenses**
Oct 25, 2023	1 day of in-person professional development for the OSD DLI **TOSAs** (conducted during the same visit as the 5th grade in person professional development)	**Fee incorporated into fee for 5th grade (above)**
Dec 6, 2023		
Feb 7, 2024		
Principals		
Date	**Focus**	**Fee, inclusive of all expenses**
Aug 29-30, 2023	2 days of in-person professional development for the OSD DLI **Principals**.	**$16,000**
Oct 17-18, 2023		**$16,000**
Feb 13-14, 2024		**$16,000**

Online, virtual consultation services for dual language stakeholders. Each participant will need to engage from their own device, separate from other participants. This online consultation will also include access to pre-recorded webinars, videos, and other resources that participants will engage with either before or after the live session.		
Principals		
Date	**Focus**	**Fee, inclusive of all expenses**
Sept 12, 13, 14, 2023	Virtual 1:1 check-in sessions with OSD DLI **principals.** (1-hour each; 4 sessions per day over 3 days for a total of 12 sessions for each set of dates)	**$18,000**
Oct 31, Nov 1-2, 2023		**$18,000**
May 13, 14, 15, 16, 2024	Virtual 1:1 check-in sessions with OSD DLI **principals.** (1.5 hours each; 3 sessions per day over 4 days for a total of 12 sessions for each set of dates)	**$21,000**

Total (all in person and virtual sessions)	**$159,000**

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #23-84, California Association for Bilingual Education (DeGenna/Fox/Ruvalcaba)

California Association for Bilingual Education (CABE) will partner with Oxnard School District to help support Plaza Comunitaria, an adult Spanish literacy program (primary and secondary). Classes will be offered either in person or online. These classes will be taught by district personnel (ORC's) trained by CABE. The goal is for parent participants to obtain a diploma from the Mexican education system. Other activities include access to new information and communication technologies (computer, internet, email) to develop reading, writing, communication, logical reasoning, and the information needed for participants to find employment.

Term of Agreement: October 1, 2023 through June 30, 2024

FISCAL IMPACT:
Not to exceed $12,000.00 – Title III

RECOMMENDATION:
It is the recommendation of the Manager, Equity, Family & Community Engagement, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees approve Agreement #23-84 with California Association for Bilingual Education.

ADDITIONAL MATERIALS:

Attached: Agreement #23-84, California Association for Bilingual Education (4 Pages) - Plaza Comunitaria 2023-24 (DeGenna-Ruvalcaba).pdf
Proposal (2 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-84

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Calif. Assoc. for Bilingual Education, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

California Association for Bilingual Education
Provider

626-814-4441
Telephone Number

20888 Amar Road
Street Address

mvalencia@gocabe.org
E-mail Address

Walnut, CA 91789
City, State, Zip code

Tax Identification or Social Security Number

Services

*SEE ATTACHED PROPOSAL

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

October 1, 2023 through June 30, 2024
Date(s) of Service

8:00am - 5:00pm
Hour(s) of Service

Location

Fees

Compensation for Services	$ 12,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 12,000.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz

Director, Purchasing	Signature	Date

California Association for Bilingual Education

Proposal Oxnard School District-Plaza Comunitaria

August 1, 2023

CABE welcomes the opportunity to continue the partnership with Oxnard School District to help support District Plaza Comunitaria. CABE is proud to be in partnership with Plaza Comunitaria and INEA to support to the ongoing adult education and literacy of Spanish-speaking immigrants. The program includes the following services:

Basic education (literacy, primary and secondary) for youth and adults in educational remediation, both in classrooms and online with goal of facilitating participants in beginning and finishing their studies and receiving a diploma from the Mexican Education System.

Access to new information and communication technologies for the development of reading, writing, communication, logical reasoning, and the information needed for participants to find employment.
User support in activities related to computer use, Internet, and email.

Proposal:

California Association for Bilingual Education (CABE) proposes the following services.

- Assign Gricelda Perez, Plaza Comunitaria Specialist, to work in collaboration with the Oxnard School District Plaza Comunitaria program staff and participants on curriculum, tutoring, organization, and technical set up.
- Conduct a 2-day Trainer of Trainers (Maximum of 5 hrs. total) with Oxnard School District Assigned Plaza Instructors.
- CABE will administer all evaluations and administrative paperwork that needs to be processed and submitted to Mexico.
- Gricelda Perez is available to provide support via video call or conference call for a total of up to 10 hours a month during the period of services from September 2023 – June 2024.

CABE Specialist training fees and support	$12,000
Grand total:	**$12,000**

The cost for **Plazas Comunitaria** for **the 2023-24** school year is **$12,000. CABE's** Project Contract Coordinator **Maria Valencia** will invoice **Oxnard SD** by **May 1, 2024,** for all delivered and scheduled dates through June 30, 2024. Checks will be made payable to the California Association for Bilingual Education. The work for this project will be scheduled upon acceptance of this proposal, and a signed district contract is issued to CABE.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Enrichment Agreement

Approval of Agreement #23-87, Dr. David Garcia (DeGenna/Fox/Ruvalcaba)

Dr. David Garcia is an Associate Professor at UCLA School of Education and Information Studies and the author of the award-winning book *Strategies of Segregation: Race, Residency, and the Struggle for Educational Equality*. Dr. Garcia will provide two 2-hour workshops – September 21, 2023 & December 7, 2023 - around learning and teaching local history to better understand the communities we serve and will engage participants in developing a local history project/unit that can be implemented with students and/or families. Participants will also receive a copy of Dr. Garcia's book.

FISCAL IMPACT:
Not to exceed $12,000.00 – Educator Effectiveness Funds

RECOMMENDATION:
It is the recommendation of the Manager, Equity, Family & Community Engagement, the Executive Director, Teaching and Learning, and the Interim Superintendent, that the Board of Trustees approve Agreement #23-87 with Dr. David Garcia.

ADDITIONAL MATERIALS:

Attached: Agreement #23-87, Dr. David Garcia (4 Pages)
Proposal (2 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-87

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Dr. David Garcia, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Dr. David Garcia
Provider

310-804-8657
Telephone Number

1011 Janetwood Drive
Street Address

dggarcia@gseis.ucla.edu
E-mail Address

Oxnard, CA 93030
City, State, Zip code

Tax Identification or Social Security Number

Services

Professional Development Workshops
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

September 21, 2023 & December 7, 2023	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 12,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 12,000.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Dr. David Garcia		
Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

June 23, 2023

To: Teresa Ruvalcaba, Manager
Equity, Family and Community Engagement
Oxnard Elementary School District

From: David G. García, Ph.D.
Associate Professor
School of Education and Information Studies
Affiliate, Department of History
University of California, Los Angeles

RE: Proposal for Two Professional Development Workshops for the Oxnard Elementary School District. The workshops will take place in person on September 21, 2023, and December 07, 2023 from 3:30-5:30pm.

Title: Strategies of Segregation: Learning and Teaching Local History to Better Understand the Communities We Aim to Serve

These professional development workshops will be in two parts and aimed for participants interested in fostering a critical historical perspective of the communities we aim to serve. The second workshop will culminate in the creation of a local history-based project that can be implemented in a class or program.

The workshops are lead by Dr. David G. García, an associate professor at the UCLA School of Education and Information Studies and author of the award-winning book *Strategies of Segregation: Race, Residence, and the Struggle for Educational Equality* (University of California Press, 2018). He is a first generation college student who attended Oxnard School District schools and transferred from Oxnard College to UCLA, where he earned a B.A., M.A., and a Ph.D. in U.S. History. He has extensive teaching experience including in programs of Migrant Education, Upward Bound, and K-12 dual immersion classrooms. His research and teaching analyze Chicana/o *teatro* (theater) as public revisionist history, the pedagogy of Hollywood's urban school genre, and Chicana/o educational histories.

In preparation for the first presentation/workshop, participants will read *Strategies of Segregation.*

First Workshop (2 hours, September 23, 2023): This interactive presentation will include a powerpoint presentation about my book emphasizing the methods and findings of research spanning 75 years of Oxnard educational history, a visual exhibit of the images that were uncovered in researching the book, a "book-club" dialogue, and brainstorming about how we might implement the book in our work in OSD. *Strategies of Segregation* documents the long history of racially separate housing and unequal schooling for Mexican American and African American communities in Oxnard, California.

Methods of Historical Recovery: I plan to engage participants in my process of researching and examining the archival materials which provide the historical evidence for the book's narrative, e.g. school board meeting minutes, residential property deeds, newspaper articles and oral interviews of former students and community members. These sources inform the four

strategies of segregation deployed concurrently over four decades of Oxnard's educational history,1) establishing a racial hierarchy, 2) building a permanent link between residential and school segregation, 3) utilizing a school-within-a-school model of racial separation, and 4) omitting a rationale for segregation.

Emphasis on community action: This presentation will also highlight the action taken by community members to end racial segregation in Oxnard's schools including the filing of the 1970 Soria v. Oxnard Board of Trustee's case. Several of these archival sources are housed at the Oxnard School District archives where teachers may have access to view firsthand.

Interactive visual history exhibit and dialogue: Our workshop will provide time for participants to discuss the book and share their reflections, and to go through a walking exhibit of images from my research that went into the book.

Brainstorming of projects: We will then begin to brainstorm how the book might inform our work in OSD. I plan to share how undergraduate students at UCLA have presented the chapters of the book such as making crossword puzzles, creating a jeopardy game contest, and performing a monologue based on the oral account of one of the women in the book. I will also share how sixth grade students attending Haydock and their teacher were inspired by the book to change the name of their school. We will discuss ideas for engaging students to work with archival sources and conducting oral histories.

Participants will read a brief article prior to the second workshop, which details how I currently prepare my students to apply history methods in educational research. They will work in pairs, small groups, or individually to draft a plan for applying the book in their work. Their projects may take many forms, for example, identifying policies and practices that need to be altered, designing a parent/community program, creating standards-aligned curriculum based on the book (i.e. history of segregation, using oral accounts, studying newspaper coverage in Spanish and English, using historical pictures in their own classrooms).

Second Workshop (2 hours, December 07, 2023): Participants will bring and present their drafts of their projects or curricula based on the book. I will facilitate this workshop with a collaborative learning approach where we can all share our ideas about their projects and participants can receive constructive feedback toward implementation.

For this commitment I would ask consideration of an honorarium of $12,000. Please note, per my contractual agreement with my Publisher and University, no audio or video recording permitted.

I am open to any suggestions or modifications you may have for the workshops and how to time them in a way that maximizes participation. Please feel free to contact me at, dggarcia@gseis.ucla.edu

Thank you for your consideration,
David G. García, Ph.D.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #23-92 – Segale Consulting Services, LLC (Torres/Magana)

Segale Consulting Services, LLC will provide a 3-hour training regarding insurance coverage and procedures to help Oxnard School District staff better understand the various risks involved in contracts with vendors, suppliers, contractors, and the corresponding insurance coverages to protect the district against loss caused by the other contractual party.

Term of Agreement: August 24, 2023 through June 30, 2024

FISCAL IMPACT:
Not to exceed $600.00 – Safety Credits

RECOMMENDATION:
It is recommended by the Risk Manager, and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #23-92 with Segale Consulting Services, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #23-92, Segale Consulting Services, LLC (4 Pages)
Proposal (6 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-92

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Segale Consulting Services, LLC, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Segale Consulting Services, LLC	714-206-9583
Provider	Telephone Number
15322 Nottingham Lane	marjorie@segaleconsulting.com
Street Address	E-mail Address
Huntington Beach, CA 92647	
City, State, Zip code	Tax Identification or Social Security Number

Services

*SEE ATTACHED PROPOSAL

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 24, 2023 through June 30, 2024	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 600.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 600.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

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- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
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Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

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Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

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	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Marjorie L. Segale		
Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

Segale Consulting Services, LLC

PROFESSIONAL SERVICES PROPOSAL
OXNARD SCHOOL DISTRICT

Segale Consulting Services, LLC ("SCS") provides professional education classes for businesses, public agencies and individuals engaged in the business of property and casualty insurance. **SCS** is proposing to provide a class for Oxnard School District **("Client")** in the subject matter of risk management regarding contracts and insurance requirements schools. **Inc. (Client)**. The specifics of this proposal are outlined. **Client** has determined that training regarding insurance coverages and procedures is appropriate to enable their staff to better understand the various risks involved in contracts with vendors, suppliers, contractors and the corresponding insurance coverages to protect the schools against loss caused by the other contractual party. In addition, the course will include a section on understanding Certificates of Liability insurance and the documents that should be requested in the contracts and received with the Certificate.

The training program has four essential areas of instruction:

I. **Risk Management and Contracts**

II. **Insurance Coverage Basics**

III. **Certificates of Insurance**

I. Insurance Coverage Basics

A. Understand the concept of risk and transfer of risk

B. Become aware of the different types of policies that are commonly requested in contracts

C. Understand insurance terminology and how that relates to contracts

Class Time: 3 Hours

Cost for Course I: $600.00

All information and knowledge obtained by **SCS** through this engagement is treated as owned by **Client** and will be maintained in a strictly private and confidential manner in perpetuity by **SCS**. This will also be included in the engagement agreement.

Following this proposal is Exhibit A which contains my Curriculum Vitae for your Board's consideration.

Respectfully submitted:

Marjorie L. Segale

Segale Consulting Services, LLC

Marjorie L. Segale, CSRM, RPLU, CIC, AFIS, CAIP, CLIC, PLIC, WCIP, CCIP, CISC, CRIS, ACSR, CISR
President
Segale Consulting Services, LLC
15322 Nottingham Lane
Huntington Beach, CA 92647

EXHIBIT A

CURRICULUM VITAE

MARJORIE L. SEGALE, CSRM, RPLU, CIC, AFIS, CAIP, CLIC, PLIC, WCIP, CCIP, CISC, CRIS, ACSR, CISR

PRESIDENT

SEGALE CONSULTING SERVICES, LLC

15322 NOTTINGHAM LANE

HUNTINGTON BEACH, CA. 92647

C: 714.206.9583

Email: marjorie@segaleconsulting.com www.segaleconsulting.com

INSURANCE BACKGROUND AND AGENCY EXPERIENCE

I first began my insurance career working for an independent agency in Northern California in 1973.

I formed my own independent insurance agency, Segale Insurance Services, in 1978 providing insurance services for both personal and commercial lines of insurance, the latter for many business classifications, such as retailers, restaurants, wholesalers, manufacturers, and contractors.

My specific responsibilities included:

- Company structure and growth
- Budget and finance
- Personnel and producer management
- Insurance company / wholesaler agreements and appointments
- Agency acquisitions
- Sales to both commercial and personal lines clients
- Mentoring sales production team

More than a decade and a half later, I sold my agency to a local Northern California broker.

LICENSING / DESIGNATIONS / AFFILIATIONS

I hold an active resident California Insurance Broker-Agent License, No. 0574182. I also hold a number of insurance industry designations:

Certified School Risk Manager (CSRM)

Registered Professional Liability Underwriter (RPLU)

Certified Insurance Counselor (CIC)

Agricultural and Farm Insurance Specialist (AFIS)

Certified Agricultural Insurance Professional (CAIP)

Certified Construction Insurance Program (CCIP)

Construction Risk and Insurance Specialist (CRIS)

Certified Insurance Specialist in Construction (CISC)

Commercial Lines Insurance Certification (CLIC)

Personal Lines Insurance Certification (PLIC

Workers Compensation Insurance Professional (WCIP)

Accredited Customer Service Representative (ACSR)

Certified Insurance Service Representative (CISR)

Many of these designations require continuing education on a regular basis in the subject matter to retain the designation. I attend not less than 20 hours of continuing education annually to maintain my insurance license as well as my accreditations.

In addition, over the decades, I have attended numerous insurance company-sponsored training classes, schools, and programs.

I have regularly taught insurance agents, brokers, risk managers, underwriters and claims professionals across the US and Canada on the technical language of insurance policies and industry best practices beginning more than 40 years ago for the Stockton Insurance Exchange, my local independent insurance agents' association, training agents, brokers and underwriters.

After selling my agency, I continued my education and training path with the Insurance Skills Center, a well-known education facility in California, and the National Alliance, a nationally recognized education organization in the insurance industry.

My specific responsibilities include:

- Research and develop curricula for technical training of insurance professionals
- Principal author and designer of curricula and testing for the Certified Insurance Specialist in Construction designation program owned and controlled by Insurance Skills Center, Inc.
- Principal author and designer of curricula for the Certified Construction Insurance Program owned and controlled by Insurance Community University, LLC.
- Served as National Faculty member of the Society of Certified Insurance Counselors and provided instruction on a wide variety of topics nationwide.

- Served on the advisory board for the Society of Certified Insurance Counselors on the Ruble Committee for the development of new curriculum.
- Served as curricula developer, advisor and lead instructor for the Society of Certified Insurance Counselors on “Analyzing Large Risk Insurance Programs”, taught throughout the United States.
- Served as curricula development, advisor and instructor for the Society of Certified Insurance Counselors on “Executive Risk Insurance”, taught throughout the United States.
- As the co-founder of the Insurance Community University, I currently develop curriculum, mentor the roster of instructors, and continue to provide web-based instruction in all lines of property and casualty insurance. In addition, I develop coverage-knowledge tests and exposure and coverage surveys in all lines of P & C insurance coverages and co-develop several designation programs.

RISK MANAGEMENT AND INSURANCE CONSULTANT

I formed Segale Consulting Services providing a wide variety of services to insurance buyers, insurance agents, brokers and insurance companies: My current roster of clients include large property investment companies, property management companies, general contractors, self-insured municipalities, large regional insurance brokerages, preferred insurance companies, self-insured school districts and other public agencies and non-profit organizations.

My specific responsibilities include:

- Identify and analyze risk exposures for insurance buyers, insurance brokers (for their clients) and self-insured pools.
- Perform insurance coverage reviews for business clients and self-insured pools.
- Write and continue to update a number of memoranda of coverages for several Joint Powers Authority schools for their self-insured coverage programs provided for their members.
- Perform self-insurance coverage reviews.
- Analyze insurance proposals received from client’s insurance broker.
- Write insurance coverage specifications for business clients.
- Review purchased insurance coverages for compliance with coverage specifications.
- Request changes to insurance coverages.
- Review compliance with contractual obligations to lenders.
- Review compliance of contractual obligations from vendors, service providers, lessees and contractors.
- Revise client’s leases and contracts as needed for appropriate risk transfer and insurance requirements.
- Review and report claims.
- Analyze risk for new acquisitions, operations, product lines and sales territories.
- Loss control and risk transfer guidance for insurance buyers.

- Audit insurance agencies and insurance companies for appropriate procedures and underwriting protocols.
- Provide assistant to insurance companies in creating new insurance products and establishing underwriting standards.

EXPERT WITNESS IN AGENTS AND BROKERS STANDARD OF CARE

I have served as a subject matter expert for more than 20 years in a wide range of cases involving the duties of insurance agents and brokers. Because of my background and experience in the insurance industry, I have been retained by both defendants and plaintiffs across these matters. I have experience in testifying at trial, testifying at deposition, and rendering written opinions on the standard of care owed by insurance producers, agents and brokers, commercial insurance production, and underwriting issues in Federal, California, Nevada, Arizona, Idaho, and Oklahoma courts. I have never not been qualified as an expert in my field.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #23-95 – Strategos International LLC (Torres/Magana)

Strategos International LLC will design, develop, and implement a 4-hour Active Shooter Intruder Response Training for Oxnard School District on October 9-10, 2023. Training will include a PowerPoint lecture, walk-through, demonstrations, Q&A, and scenarios for up to 1,700 staff members.

This safety training intends to increase response capabilities and reduce anxiety for both staff and parents within the district.

FISCAL IMPACT:
Not to exceed $70,550.00 – Safety Credits

RECOMMENDATION:
It is recommended by the Risk Manager, and the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #23-95 with Strategos International LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #23-95, Strategos International LLC (4 Pages)
Proposal (3 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-95

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Segale Consulting Services, LLC, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Strategos International LLC	818-678-5483
Provider	Telephone Number
300 N. Osage Street	vaughn@strategosintl.com
Street Address	E-mail Address
Independence, MO 64050	
City, State, Zip code	Tax Identification or Social Security Number

Services

*SEE ATTACHED PROPOSAL

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

October 9 & 10, 2023	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 70,550.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 70,550.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Vaughn Baker		
Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

4 Hour Active Shooter Intruder Response Training Engagement of Services Proposal

For

Oxnard, CA School District
Point of Contact: Norma Magana, Risk Manager
1051 South A Street, Oxnard, CA 93030
805.385.1501
Email – nmagana@oxnardsd.org

STRATEGOS INTERNATIONAL

Prepared By:

Team Strategos
(Strategos International, L.L.C.)
Vaughn Baker - President

Internet Website:
www.strategosintl.com

Email: vaughn@strategosintl.com

300 North Osage Street
Independence, MO 64050
(816) 678-5483 – Mobile
(816) 795-3768 - Office
(816) 795-2753 – Fax

Ms. Norma Magana

Thank you for the opportunity to serve your *"safety/security"* training and consulting needs by allowing Strategos International to be of service in providing a 2 Hour "Active Shooter Intruder Response Training" (ASIRT) for the Oxnard, CA School District on Oct. 9–10, 2023. We hope that you find the training useful for your staff in both increasing their response capabilities as well as reducing anxiety with both staff and parents within the district.

ASSUMPTIONS:

- **# of Participants & Training Schedule**
    - Strategos will provide an appropriate number of instructors for the 2 Hour (8:00 – 3:30) "Active Shooter Intruder Response Training" for up to 1700 staff members.
    - **The district's investment for up to 1700 staff members will be $41.50 per participant, for a total of $70,550.** (All additional participants over the 1700 will be billed at $41.50 per person.)
    - The Strategos International instructors will arrive on Oct. 9th to set up and prepare for the training. We will conduct training at following: 21 Schools & District Office -Walkthroughs, demonstrations, Q&A, Scenarios
    - The last 1-hour we will conduct multiple 3 ½ minute scenarios where the participants will have the opportunity to practice and reinforce what they have learned.
    - Below is the tentative training schedule:
        - TBD: PowerPoint lecture for all participating staff members in venue that will hold all participants
        - TBD 21 Schools & District Office - Walkthroughs, demonstrations, Q&A, Scenarios

TERMS:
Net 30 after delivery of training.

SUMMARY:
We look forward to serving the Oxnard, CA School District and thank you for the opportunity to provide a proposed solution to your desired goals and objectives.

Sincerely,

Vaughn D. Baker

Signature

Vaughn Baker – President
Strategos International -
Vaughn@strategosintl.com
816-795-3768 – Office
www.strategosintl.com

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Academic Agreement

Approval of Agreement #23-96 – Heinemann (DeGenna/Fox)

Heinemann will provide in-person onsite Professional Development for Coaching & Follow Up Support for Literacy Specialists during the 2023-2024 school year.

Term of Agreement: August 24, 2023 through June 30, 2024

FISCAL IMPACT:
Not to Exceed: $57,600.00 - ELOP

RECOMMENDATION:
It is the recommendation of the Interim Associate Superintendent, Educational Services, that the Board of Trustees approve Agreement #23-96 with Heinemann.

ADDITIONAL MATERIALS:

Attached: Agreement #23-96, Heinemann (4 Pages)
Proposal (2 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-96

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Heinemann, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Heinemann	800-541-2086 Ext. 1354
Provider	Telephone Number
145 Maplewood Avenue, Suite 300	samantha.brown@heinemann.com
Street Address	E-mail Address
Portsmouth, NH 03801	
City, State, Zip code	Tax Identification or Social Security Number

Services

*SEE ATTACHED PROPOSAL

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 24, 2023 through June 30, 2024	8:00am - 5:00pm	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 57,600.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 57,600.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

Heinemann

DEDICATED TO TEACHERS

Oxnard Elementary School Dist -Aracely Fox

Oxnard Elementary School Dist
1051 S A St
Oxnard, CA 93030
USA

Reference: 20230614-162502495
Quote created: June 14, 2023
Quote expires: September 30, 2023
Quote created by: Samantha Brown
Senior PD Scheduling Operations Specialist
samantha.brown@heinemann.com

Aracely Fox
a2fox@oxnardsd.org
805-385-1501 ext. 2304

Comments from Samantha Brown

The maximum capacity for these seminars is 30 participants.

Dates: 18 days TBD 2023-2024 school year
Presented onsite

Products & Services

Item & Description	Quantity	Unit Price	Total
FPL Follow up Support	18	$3,200.00	$57,600.00
	One-time subtotal		$57,600.00
		Total	**$57,600.00**

Purchase terms

Product is required for participation. If you do not have the product and would like a quote, please contact your local Heinemann Sales Associate: https://www.heinemann.com/distributors.aspx

Handouts may be required for participation. PDF's will be emailed to you in enough time for you to make appropriate number of copies for your attendees.

By signing below, you agree to the Heinemann Services Terms of Purchase [hyperlink “Heinemann Terms of Purchase” or add: located at https://www.heinemann.com/terms-of-purchase/#services], including our policy on cancellations. Please note that PD Services may NOT be recorded. In the event of a conflict between the Heinemann Services Terms of Purchase and any customer terms, Heinemann’s terms shall apply.

Questions? Contact me

Samantha Brown
Senior PD Scheduling Operations Specialist
samantha.brown@heinemann.com

Heinemann
145 Maplewood Ave
Portsmouth, NH 03801
United States

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Facilities Agreement

Approval of Agreement #23-98 with C Below Inc. for Underground Utility Investigation Services for the new ECDC Facilities at Driffill School (Mitchell/Miller/CFW)

The Board of Trustees approved the Enhanced Master Construct Program (Program) that focuses on increasing the number of K-8 school facilities and replacing older schools, portable classroom, and support facilities with permanent K-5 & K-8 schools; all with the 21st Century Leaning Environments that meet adopted Board specifications and program requirements.

As part of the Program, the District applied for State grant funds to construct new classrooms at Driffill school to establish an ECDC facility. On October 26, 2022, the State Allocation Board approved an apportionment of $7 million from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program for the proposed project and established an overall project budget of approximately $10 million with the balance of the funds provided by the District's available capital funds. The District has since completed the necessary design work associated with the project and submitted construction documents to the Division of State Architect (DSA) for review and approval. With DSA approval pending and the anticipated commencement of construction, the District directed CFW to proceed with the procurement of professional consultants for the construction phase of the project.

Pursuant to District direction, and as required by the grant, CFW obtained a Proposal to provide underground utility locating investigation services from C Below Inc.

The attached Agreement for Consultant Services and the Proposal describes the scope of services requested from C Below Inc. and calls for the performance of an underground survey to locate and identify all underground utilities. The Proposal and the subsequent scope of services it provides will enable the District to align the project with the goals set forth within the Enhanced Master Construct Program.

FISCAL IMPACT:
The Utility Location Site Services will be completed for a lump sum fixed fee not to exceed: Eight Thousand Four Hundred Thirty Dollars and No Cents ($8,430.00) with the contract to be paid from a combination of funds from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program and capital fund balances.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in conjunction with CFW, that the Board of Trustees approve Agreement #23-98 with C

Below Inc. for the new ECDC facilities at Driffill.

ADDITIONAL MATERIALS:

Attached: Agreement #23-98, C Below Inc. (19 Pages)
Proposal (16 Pages)

OXNARD SCHOOL DISTRICT
AGREEMENT FOR CONSULTANT SERVICES
FOR SUBSURFACE IMAGING SERVICES TO BE PROVIDED FOR
DRIFFILL ELEMENTARY SCHOOL ECDC TRANSITIONAL
KINDERGARTEN CONSTRUCTION PROJECT

This Agreement for Consultant Services ("Agreement") is entered into as of this **23rd** day of **August 2023**, by and between the **Oxnard School District** ("District"), with offices located at 1051 South "A" Street, Oxnard, California 93030, and **C BELOW INC.** ("Consultant"), with a business address located at 14280 Euclid Avenue, Chino, CA 91710. District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as "Parties".

RECITALS

A. District is authorized by California Government Code section 53060 and District's 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 Proposal ("Proposal"), the performance of certain services, with the precise scope of work to be specified at the time of assignment of the work.

B. Following submission of a Proposal for the performance of services, Consultant was selected by District to perform services on behalf of the District at the District's sole discretion.

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

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

OPERATIVE PROVISIONS

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. **Scope of Services.** The Scope of Services to be assigned to Consultant pursuant to issuance of a Purchase Order, is further defined in **Exhibit "D"** – **Scope of Services**, wherein the general responsibilities of Consultant are described pursuant to the discipline(s) for which the Consultant has been deemed qualified by District as described in this Agreement.

3. **Term of Agreement.** Subject to earlier termination as provided for below, this Agreement shall remain in effect from August 24, 2023 through August 23, 2024 (the "Term"). This Agreement is a single service Agreement specific to requested services to be performed for the **Driffill Elementary School ECDC New Transitional Kindergarten Facilities Project, 910 South E Street, Oxnard, CA 93030** ("Project"), as described in the **Below Subsurface Imaging Proposal dated July 7, 2023.**

4. **Time for Performance.** The scope of Services set forth in **Exhibit "D"** shall be completed during the Term referenced under item Section 3 above. If Services indicated in **Exhibit "D"** cannot be completed within the schedule set forth under Section 3 above, it is the responsibility of the Consultant to notify District no later than ten (10) days prior to the completion date for the Services, with a request for a time extension clearly identifying the cause(s) for the failure to complete the Services within the schedule and/or the Term. For this Agreement, the completion date for Services is March 30, 2024. Should Consultant fail to provide such notice, and/or the Services not be completed pursuant to that schedule or within the Term, Consultant shall be deemed to be in default as provided below. 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.

5. **Additional Services.** Additional Services are services in addition to the Services set forth in this Agreement that are provided by Consultant pursuant to a written request by the District. Additional Services will require a written request or pre-authorization in writing by District, subject to specific approval processes of such services, to the extent required by District and which may be further determined at the time District receives a proposed cost for the requested Additional Services from the District Board of Trustees. Any modification of the compensation to be paid to Consultant as a result of Additional Services must be specifically approved in writing by the District Board of Trustees. In the event that the District Board of Trustees approves in writing a modification of the compensation, then Consultant shall be paid for such Additional Services pursuant to Section 8, below. However, it is understood and agreed that if the cause of the Additional Services is the sole or partial responsibility of Consultant, its agents, or any subconsultants or other parties under the charge of Consultant, no additional compensation shall be paid to Consultant. If such conditions exist so as to justify Additional Services as indicated above, which require additional compensation or time in order to be performed, it is the sole responsibility of Consultant to submit a request for Additional Services within ten (10) days of Consultant's discovery of such conditions which require Additional Services. It is understood and agreed that if Consultant performs any services that it claims are Additional Services without receiving prior written approval from the District Board of Trustees, Consultant shall not be paid for such claimed Additional Services.

6. **Compensation and Method of Payment.** In exchange for Consultant's services, District shall pay an amount to Consultant not to exceed the amount set forth in **Exhibit "A" – Compensation & Rate/Fee Schedule**, attached hereto and incorporated by reference herein. This Agreement is to be invoiced to the District in the form of Progress Payments. 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. If any expenses stated within Consultant's invoice are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

   a. 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.

7. **Responsibilities of Consultant:**

   a) Consultant shall perform all Services as indicated in this Agreement to the Satisfaction of District.

   b) The specific Services of Consultant to be performed shall be indicated in **Exhibit "D"**, attached to this Agreement.

c) Consultant hereby represents and warrants that (a) it is an experienced consultant in the discipline(s) identified in **Exhibit "D,"** having the skill, legal and professional ability, and flexibility necessary to perform all of the Services required under this Agreement; (b) it has the capabilities and resources necessary to perform its obligations hereunder; (c) it is familiar with all current laws, rules, regulations and other restrictions which are and may become applicable to the Scope of Services under this agreement, including but not limited to all local ordinances, building codes, and requirements from all Authorities Having Jurisdiction ("AHJ") including, but not limited to, the Division of the State Architect ("DSA"), the Office of Public School Construction ("OPSC"), the State Facilities Planning Division ("SFPD"), California Department of Education ("CDE"), the California Department of General Services ("DGS"), the Department of Toxic Substance Control ("DTSC"), the California Environmental Quality Act ("CEQA"), Title 24 of the California Code of Regulations, the California Education Code, State and Local Fire Authorities, air quality districts, water quality and control boards, and any/all other AHJ; (d) it will assume all responsibility for all Services performed and all work prepared and furnished to District by its employees, agents, and subconsultants; (e) it has sufficient financial strength and resources to undertake and complete the Services provided for under this Agreement within the schedule and/or Term set forth in this Agreement; and (f) it certifies and covenants that all reports, certifications, studies, analyses, and other documents prepared by Consultant shall be prepared in accordance with all applicable laws, rules, regulations, and other requirements in effect at the time of their preparation, or required at their time of submittal to District and/or any applicable agencies.

d) Consultant shall follow accepted industry standards and practices and comply with all federal, state and local laws and ordinances applicable to the Services required by this Agreement.

8. Responsibilities of District.

a) District will prepare and furnish to Consultant upon Consultant's request, such information as is reasonably necessary to the performance of the Services required under this Agreement. Consultant understands that all information provided to Consultant remains the property of District and shall only be removed from District's possession/premises and/or be photocopied, reproduced, distributed, or otherwise made available to others if such activities are expressly approved in writing by District and/or the District's Program Manager, Caldwell Flores Winters, Inc. ("Program Manager"). Failure to comply with the above requirements shall be reasonable cause for termination of this Agreement, and may subject Consultant to liability for damages to District.

b) If requested by Consultant, District shall provide information as to the requirements and educational program for each project assigned by Agreement, including approved budget and schedule limitations.

c) District shall facilitate and coordinate cooperation amongst and between District consultants, including but not limited to architects, construction managers, surveyors, geotechnical engineers, inspectors, testing laboratories, hazardous materials specialists, CEQA/DTSC compliance specialists, technology experts, and any other professional consultants District deems necessary to execute the Facilities Implementation Program. Such coordination shall include the distribution of documentation prepared by individual consultants which may be of service to Consultant in the course of completing the Services.

d) District shall, at its sole discretion, provide for the timely approval and execution of the Agreement, Additional Services requests, invoices, and any other documentation that requires District action in order for Consultant to complete the Services.

9. **Suspension.** District may, for any reason or no reason, in District's sole discretion, suspend all or a portion of this Agreement, or the Services by giving ten (10) calendar days written notice of suspension to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress. If District suspends the Services for a period of ninety (90) consecutive calendar days or more and, in addition, if such suspension is not caused by Consultant or the acts or omissions of Consultant, then if the Services are resumed, Consultant's compensation shall be subject to adjustment to provide for actual direct costs and expenses incurred by Consultant as a direct result of the suspension and resumption by District of the Services.

10. **Termination.** This Agreement and/or all or part of the Services contained herein may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

    a) District may terminate all or a portion of this Agreement, or the Services, without cause, at any time by giving ten (10) calendar days' written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or

    b) District may terminate all or a portion of this Agreement, or the Services, for cause, in the event of a Default by giving written notice pursuant to Section 13 below; or

    c) Consultant may terminate this Agreement at any time upon thirty (30) calendar days' written notice to the District, if District fails to make any undisputed payment to Consultant when due and where such failure remains uncured for forty-five (45) calendar days after Consultant's written notice to District.

11. **Similar or Identical Services.** In the event this Agreement, or any of the Services, are terminated in whole or in part as provided herein, District may procure, upon such terms and in such manner as District may determine appropriate, services similar or identical to those terminated to complete any unfinished Services or new services as needed by District, and upon such terms and in such manner as District may determine appropriate.

12. **Inspection and Final Acceptance.** District's acceptance of any work or Services, whether specifically in writing or by virtue of payment, shall not constitute a waiver of any of the provisions within this Agreement, unless otherwise expressly stated.

13. **Default**.

    a) Failure of Consultant to perform any Services or comply with any provisions of this Agreement constitutes a Default. District may terminate all or any portion of this Agreement, or the Services, for cause, in the event of a Default. The termination shall be effective if (i) Consultant fails to cure such Default within thirty (30) calendar days following issuance of written notice thereof by District; and/or (ii) if the cure by its nature takes longer, and thereby the Consultant fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and fails to diligently prosecute such cure to the satisfaction of District. If Consultant has not cured the Default, District may withhold all invoices and may choose to proceed with payment on said invoices only after the Default is cured to District's satisfaction. In the alternative, District may, in its sole discretion, during the period before Consultant has cured the Default, elect to pay any portion of outstanding invoices that corresponds to Services satisfactorily rendered. Any failure on the part of District to give notice of Consultant's default shall not be deemed to result in a waiver of District's rights at law and in equity, nor a waiver of any rights arising out of any provision of this Agreement.

    b) In addition to District's termination rights set forth above, District shall have (i) the right to cure Consultant's Default at Consultant's cost, in which case all amounts expended by District in connection

with such cure shall accrue interest from the date incurred until repaid to District by Consultant at the rate of ten percent (10%) per annum; and (ii) all other rights and remedies available to District at law and in equity, including, without limitation, an action for damages. District shall have the right to retain unpaid earned balances to offset damages, and/or charge Consultant for all damages above and beyond unpaid balance of Agreement.

14. **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 Consultant. Upon completion, expiration, or termination of this Agreement, Consultant shall turn over to District all such Documents.

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

16. **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 four (4) years after termination or expiration of this Agreement, or longer if required by law. Such records shall include, at minimum, a detailed record of daily performance, staff time records, subconsultants' time records, documentation of all costs incurred by Consultant that were billed to District, and detailed records of all Consultant fees, overhead, and profit on earned amounts.

    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 four (4) 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 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.

17. **Independent Contractor**. Consultant is retained as an independent contractor and is not employed by District. No employee or agent of Consultant shall become, or be considered to be, an employee of District for any purpose. It is agreed that District is interested only in the results obtained from the Services under this Agreement and that Consultant shall perform as an independent contractor with sole control of the manner and means of performing the Services required under this Agreement. Consultant shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Consultant, and which shall not be subject to control or supervision by District except as to results of the Services. Consultant shall provide all of its own supplies, equipment, facilities, materials, manpower, and any/all other resources that may become necessary in the course of completing the Services. It is expressly understood and agreed that Consultant and its employees shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's

compensation benefits, sick or injury leave or other benefits. Consultant will be responsible for payment of all of 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 payments under this Agreement.

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 officers, agents, and 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.

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.

18. Standard of Performance. Consultant represents and warrants that it has the skill, qualifications, experience and facilities necessary to properly perform the Services required under this Agreement in a thorough, competent and professional manner. Consultant represents and warrants that its employees and subcontractors have all legally required licenses, permits, qualifications and approvals necessary to perform the Services and that all such licenses and approvals shall be maintained throughout the term of this Agreement. 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, the standard of care utilized by persons engaged in providing services similar to those required of Consultant under this Agreement for California school districts in or around the same geographic area of District (the "Standard of Performance").

19. 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 ("Confidential Information"). Consultant shall not release or disclose any such Confidential Information, Documents, or work product to persons or entities other than District without prior written authorization from the Superintendent of District and/or Program Manager, except as may be required by law. Confidential Information does not include information that: (i) Consultant had in its possession prior to considering entering into this Agreement; (ii) becomes public knowledge through no fault of Consultant; (iii) Consultant lawfully acquires from a third party not under an obligation of confidentiality to the disclosing party; or (iv) is independently developed by Consultant without benefit of the information provided by District. In connection with Confidential Information:

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 Services 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.

20. Conflict 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 the 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 District. 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.

a) Bylaws of the Board 9270 & 9270-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 (i) represents that it has received and reviewed a copy of the Bylaws of the Board 9270 & 9270-E and that it [] does [X] does not qualify as a "designated employee"; and (ii) agrees to notify District, in writing, if Consultant believes that it is a "designate employee" and should be filing financial interest disclosures, but has not been previously required to do so by District.

_____ (Initials)

21. 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 Board members, officers, officials, employees, agents, or volunteers 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, unless exempted, shall comply with the requirements of Education Code section 45125.1 with respect to fingerprinting of employees who may have contact with District's pupils. Consultant must complete District's certification form, attached herein as **Exhibit "C,"** prior to any of Consultant's employees coming into contact with any of District's pupils. Consultant also agrees to comply with all other operational requirements of District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

22. 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.

23. Non-Discrimination. Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 42 U.S.C. 2000e 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, sexual orientation, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

24. Disabled Veteran Business Enterprise Participation. Pursuant to Education Code section 17076.11, District has a participation goal for disabled veteran business enterprises ("DVBEs") of at least three (3) percent, per year, of funds expended each year by District on projects that use funds allocated by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act. Unless waived in writing by District, Consultant shall provide proof of DVBE compliance, in accordance with any applicable policies of District or the State Allocation Board, within thirty (30) days of its execution of this Agreement

25. 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, Services or obligations under this Agreement without the prior written consent of District and approval by District's Board of Trustees. 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.

26. 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 District. Consultant shall be as fully responsible to District for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by Consultant's subcontractors, as if the acts and omissions were performed by Consultant directly. Any and all subcontractors utilized by Consultant under this Agreement and/or for the Project must maintain any required licenses or certifications.

27. District Administrator. Lisa Franz shall be in charge of administering this Agreement on behalf of District (the "Administrator"), provided that any written notice or any consent, waiver or approval of District must be signed by the Superintendent or a designated employee of District to be valid. The Administrator has completed **Exhibit D** "Conflict of Interest Check" attached hereto.

28. Continuity of Personnel. Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant's staff and subcontractors consistent with the staff proposed as part of the Statement of Qualifications, if any, assigned to perform Services under this Agreement.

a) Consultant shall provide District and the Administrator a list of all personnel and subcontractors providing Services and shall maintain said list current and up to date at all times during the Term. The list 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; (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.

29. Indemnification.

a) For all liability either found by a court of competent jurisdiction, or as agreed to by the Parties, other than that liability arising out of the professional services of Consultant as described in **Exhibit "D,"** Consultant agrees to indemnify, defend and hold harmless District and its Board members, officers, officials, employees, and agents ("Indemnified Parties"), from and against any and all claims, actions, losses, damages, judgments, and/or liabilities arising out of this Agreement from any cause whatsoever, including the acts of any person or entity under the control of the Consultant and for any costs or expenses (including but not limited to attorneys' fees) incurred by District on account of any claim, except where such indemnification is prohibited by law. Consultant's indemnification obligation applies to District's active as well as passive negligence but does not apply to District's sole negligence or willful misconduct.

b) For liability arising out of the performance of its professional services under this Agreement, Consultant agrees to indemnify, defend, and hold harmless District and its Indemnified Parties, from and against any and all claims, actions, losses, damages, judgments, and/or liabilities, to the extent arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of Consultant. In no event shall such cost to defend that is charged to the Consultant exceed Consultant's proportionate percentage of fault. Consultant's indemnification obligation does not apply to District's sole negligence or willful misconduct.

c) Consultant agrees to obtain executed indemnity agreements with provisions identical to the above from each and every subcontractor or sub-consultant retained or employed by Consultant in the performance of this Agreement. 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. Consultant's obligation to indemnify and defend District as set forth above is binding on the successors, assigns or heirs of Consultant and shall survive the termination of this Agreement.

_____(Initials)

30. 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 "B"** 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. Any Consultant subcontractors and/or sub-consultants must maintain the necessary insurance coverages as provided for in this Agreement, including but not limited to **Exhibit "B."**

31. 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: Dr. Ana DeGenna, Interim Superintendent
Re: Driffill ECDC Project

With electronic copy to:
Caldwell Flores Winters, Inc.
Oxnard School District Program Manager
815 Colorado Boulevard, Suite 201
Los Angeles, CA 90041
Attention: Michael Brewer
Telephone: (626) 829-8323
Email: mbrewer@cfwinc.com

To Consultant:
C Below Inc.
14280 Euclid Avenue
Chino, CA 91710
Attention: Keith Choi
Telephone (888) 902-3569
Email: keithC@Below.com

All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when delivered in any of the following ways: (i) on the date delivered, if delivered personally; (ii) on the date sent, if sent by facsimile transmission and confirmation of transmission is received; (iii) on the date it is accepted or rejected, if sent by certified mail; and (iv) the date it is received, if sent by regular United States mail.

32. Disputes. Except in the event of the District's failure to make an undisputed payment due the Consultant, notwithstanding any disputes between the District and Consultant hereunder, the Consultant shall continue to provide and perform the Services and authorized Additional Services pending a subsequent resolution of such disputes. Any and all disputes under this Agreement between the District and Consultant shall be submitted for resolution for non-binding mediation. If such disputes cannot be resolved through mediation, all remaining

disputes shall be resolved by binding arbitration conducted under the auspices of AAA and the AAA Construction Industry Arbitration Rules. The foregoing notwithstanding, as an express condition to the Consultant's commencement of arbitration proceedings hereunder, the Consultant shall comply with all applicable requirements of Government Code section 900, *et seq*.

33. **Excusable Delays**. Neither Party will be liable to the other for unanticipated delays or failures in performance resulting from causes beyond the reasonable control of that Party, including, but not limited to, acts of God, labor disputes or disturbances, material shortages or rationing, riots, acts of war, governmental regulations, communications or utility failures, or casualties; provided that the delayed Party: (i) gives the other Party prompt written notice of such cause; and (ii) uses reasonable efforts to correct such failure or delay in its performance. The delayed Party's time for performance or cure under this section will be extended for a period equal to the duration of the cause or sixty (60) days, whichever is less.

34. **Entire Agreement; Binding Effect**. This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. Consultant shall be entitled to no other benefits other than those specified herein. Consultant specifically acknowledges that in entering into this Agreement, Consultant relied solely upon the provisions contained in this Agreement and no others. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.

35. **Amendment**. No changes, amendments, alterations, or modifications of this Agreement shall be valid, effective or binding unless made in writing and signed by both Parties and approved by the District's Board of Trustees. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

36. **Waiver**. Waiver by any Party 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. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specifically specified in writing. Neither District's review, approval of, nor payment for, any of the Services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and Consultant shall remain liable to District in accordance with this Agreement for all damages to District caused by Consultant's failure to perform any of the Services to the Standard of Performance. This provision shall survive the termination of this Agreement.

37. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. With respect to litigation involving this Agreement, or the Services, venue in state trial courts shall lie exclusively in the County of San Bernardino, California.

38. **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).

39. **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.

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

OXNARD SCHOOL DISTRICT	C BELOW INC.
Signature	Signature
Lisa A. Franz, Director, Purchasing Typed Name/Title	Typed Name/Title
Date	Date
	Tax Identification Number: _____

EXHIBIT "A"

COMPENSATION & RATE/FEE SCHEDULE

I. The following rates of pay shall apply in the performance of the Services under this Agreement:

Total Not to Exceed Fee = $8,430.00

II. Consultant may utilize subcontractors as permitted in the Agreement. The hourly rate for any subcontractor shall be consistent with the rate and fee schedule indicated in Section I above, unless other direction is provided with written authorization from District Superintendent or his/her designee.

III. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. Consultant may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by Consultant beyond the typical obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by District in writing and do not cause the amounts paid to Consultant to exceed the amounts allowed under this Agreement. No mark-up of any expense is permitted. The following is the EXCLUSIVE list of reimbursable expenses:

A. Travel and Mileage. Consultant must request the travel in writing and justify why the travel should be reimbursed. Travel expenses must be approved in writing by District, in its sole discretion. Trips from any Consultant's office to District's office or to the Project site will not be approved for reimbursement.

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

C. Fees for Subcontractors. Fees for subcontractors hired and paid by Consultant at the written request of District and are permitted in the Agreement.

D. Fees advanced for securing approval of public agencies having jurisdiction over any project hereunder.

IV. Consultant shall provide to District a complete Schedule of Values ("SOV"), identifying major work activities required to complete the authorized scope of work. All invoices must reflect the appropriate progress percentage for each SOV item billed, to be verified by District. District will compensate Consultant for the Services performed upon approval by District of a valid and complete invoice, in form and substance acceptable to District.

A. Acceptable back-up for billings shall include, but not be limited to:

a. Records for all personnel describing the work performed, the number of hours worked, and the hourly rate, for all time charged to the Services.

b. Records for all supplies, materials and equipment properly charged to the Services.

c. Records for all travel pre-approved by District and properly charged to the Services.

d. Records for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

Unless otherwise directed by District, in writing, completed invoices are to be submitted to the attention of the Director of Purchasing and the Chief Business Official. To be considered complete, the invoice packet shall include all back-up documentation required by District and sign-off from District staff, Program Manager or project manager assigned by District to supervise the Services.

The total compensation for the Services shall be provided for in this Agreement.

V. Compensation Upon Termination. In the event that District suspends or terminates this Agreement, or any of the Services pursuant to Section 10 or Section 11(a) of the Agreement, District will pay Consultant as provided herein for all Services and authorized Additional Services actually performed, and all authorized reimbursable expenses actually incurred and paid, under and in accordance with this Agreement, up to and including the date of suspension or termination; provided that such payments shall not exceed the amounts specified in the Agreement as compensation for the Services completed, plus any authorized Additional Services and authorized reimbursable expenses completed prior to suspension or termination. No payment for demobilization shall be paid unless District at its sole discretion determines that demobilization or other compensation is appropriate.

After a notice of termination is given, Consultant shall submit to District a final claim for payment, in the form and with certifications prescribed by District. Such claim shall be submitted promptly, but in no event later than forty (40) calendar days after the Termination Date specified on the notice of termination. Such payment shall be Consultant's sole and exclusive compensation and District shall have no liability to Consultant for any other compensation or damages, including without limitation, anticipated profit, prospective losses, legal fees or costs associated with legal representation or consequential damages, of any kind.

EXHIBIT "B"

INSURANCE

I. **Insurance Requirements**. Consultant shall provide and maintain insurance, acceptable to District Superintendent and/or District's 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, subcontractors, representatives and/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) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate.

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 thirty (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 Board members, officers, officials, employees, agents, and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities and/or Services 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 Agreement, certificates of insurance necessary to satisfy District that the insurance provisions of this Agreement have been complied with. 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 a 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 Board members, officers, officials, employees, agents, 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.

EXHIBIT "C"

BACKGROUND CHECK AND FINGERPRINTING PROCEDURES FOR CONTRACTORS

The Consultant will be required to assure that its employees, subcontractors of any tier, material suppliers, and consultants do not have direct contact with the District's students during the performance of the Agreement in compliance with Education Code sections 45125.1 and 45125.2. To assure these provisions, the Consultant's supervisor shall be fingerprinted, and proof of same shall be provided to the District prior to start of on-site work. The supervisor will monitor the workers' conduct while on school grounds. In addition, the Consultant shall barricade the work area to separate its workers from the students. Costs associated with this process are the responsibility of the Consultant.

The Consultant's construction supervisors or their unsupervised employees who will be working outside of fenced areas during the school hours **must** have submitted a fingerprint identification card to the Department of Justice ("DOJ") and have a proof of clearance in the form of an affidavit filed in the Needles Unified School District's ("District") Purchasing Office **prior to** the start of the work.

Education Code sections 45125.1 and 45125.2 require that criminal checks be completed for contractors who provide construction, janitorial, administrative, grounds and landscape maintenance, pupil transportation, food-related, or other similar services to school districts.

The undersigned does hereby certify to the Board of Trustees of the District as follows:

That I am a representative of the Consultant currently under contract ("Agreement") with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Consultant.

Consultant certifies that it has taken the following actions with respect to the construction Project that is the subject of the Agreement:

1. Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of work, a physical barrier at the Project site, which will limit contact between Consultant's employees and District pupils at all times (mandatory for all projects); AND

2. The Consultant has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Consultant's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the DOJ has determined that none of those employees has a pending criminal proceeding for a felony or has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Consultant's employees and of all its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; AND/OR

3. Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant whom the California DOJ has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Consultant's employees and its subcontractors' employees is:

Name: _____

Title: _____

AND/OR

4. The work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Consultant shall come in contract with District pupils.

Consultant's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

Date: _____

Proper Name of Consultant: _____

Signature: _____

By: _____

Its: _____

EXHIBIT "D"

SCOPE OF SERVICES

Outlined in C Below Inc Attached Proposal, dated July 7, 2023

EXHIBIT "E"
TO AGREEMENT FOR CONSULTANT SERVICES #23-98

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270 & 9270-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 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 District, Consultant will make certain specified government decisions or will perform the same or substantially the same duties for 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, Consultant, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

GPR
Mapping
Potholing
Utility Locating
CCTV Pipe Inspection

www.cbelow.com
1-888-90-BELOW
14280 Euclid Ave.
Chino, CA 91710
CL# 959964

Estimate

Job	23-7371
Quote No.	Q-17260
Date:	07-07-2023
Expires on:	08-06-2023
Payment	Net 30 | Prevailing Wage

C Below | Subsurface Imaging
Call Before you cut, core, drill or dig.

14280 Euclid Ave Chino, CA 91710
Phone: **(888) 902-3569** Fax: (909)606-6555
www.cbelow.com

Bill To
Flewelling & Moody
815 Colorado Boulevard
Los Angeles
CA
90041

Opportunity Name
Driffill ES Utility Locating Investigation
Revised

Primary Contact
Jun Tanaka
323-543-8300
jtanaka@flewelling-moody.com

Jobsite Address
910 S E St
Oxnard
CA, 93030

Sales Rep	Ext.	Email	Cell
Keith Choi	212	keithc@cbelow.com	

C Below, Inc. submits this proposal for the Driffill ES Utility Locating Investigation project. Our proposal is based on the enclosed estimated hourly breakdown and the C Below Schedule of Fees. In order to successfully complete the outlined scope of services in this proposal our field technicians will need uninterrupted clear access to the work area and the appropriate project documentation. We appreciate the opportunity to provide you with our services and look forward to helping assure a safe and successful project.

14280 Euclid Avenue
Chino, CA 91710

Utility Locating Scope of Work

C Below will provide a comprehensive Utility Investigation of the outlined area shown on Exhibit A (last page of proposal).

The client will be installing (5) modular buildings on the site.

The purpose of this investigation is to find all utilities outlined below to quality level (QL) B per ASCE 38-02. (see attached documentation on available quality levels).

C Below will exhaust any and all utility locating methods, plus "tribal knowledge", to positively identify the horizontal and vertical locations of the utility lines.

This includes utilizing the equipment listed below:

- *Electromagnetic Locator (Locator)*
- *Locatable CCTV Push Camera. No video will be provided unless specifically included in your quote. (Push Cam)*
- *Ground Penetrating Radar (GPR).*
- *Locatable Duct Rodder (Ram Rod).*
- *Crawler Camera and lateral Launch Equipment if specifically included in your quote. (Crawler)*

Deliverables- Utility locations along with depth estimates will be marked directly on the surface (Please reference your Markings Card for explanations of these.

14280 Euclid Avenue
Chino, CA 91710

Mapping Scope of Work

At the completion of this project the client will be provided a comprehensive 2D utility map in CAD and PDF. Client shall provide CAD background for utilities to be added to. While our maps do include utility depth estimates from the surface, survey elevations are not included.

PHASE 1 | Utility Mark Out w/ Waterbased Paint. Utility marks will remain on the site unless the client has hired C Below to remove the markings.

PHASE 2 | C Below's Mapping Team will pick up the markings with the depth estimates from PHASE 1. Mapping shall be completed within a reasonable time frame to assure integrity of marks.

PHASE 3 | Quality review with the Lead Technicians and the Mapping Team to ensure the quality of the deliverable and applicable notes.

BELOW
SUBSURFACE IMAGING

Estimate

Job 23-7371
Quote No. Q-17260
Date: 07-07-2023
Expires on: 08-06-2023
Payment Net 30 | Prevailing Wage

Product Line Items

Product	Quantity	Sales Price	Total Price
Admin	2	$95.00	$190.00
Drafting	4	$125.00	$500.00
Locating | Locating Technician	12	$175.00	$2,100.00
Locating | Supervising Technician	12	$195.00	$2,340.00
Mapping	4	$230.00	$920.00
Mobilization | Crew	4	$245.00	$980.00
Mobilization | Single Tech	4	$155.00	$620.00
Project Coordinator	4	$95.00	$380.00
Per Diem | Per Man	2	$200.00	$400.00
		Total USD	$8,430.00

Product Descriptions

Product Item	Description
Admin	Project Administration.
Drafting	Drafting for utility findings.
Locating | Locating Technician	Craft: Horizontal Directional Drilling. Group IV (Electronic tracing locator, Subsurface Imaging) Signatory Union: Local 1184
Locating | Supervising Technician	Craft: Horizontal Directional Drilling. Group IV (Electronic tracing locator, Subsurface Imaging) Signatory Union: Local 1184
Mapping	Mapping of utility findings.
Mobilization | Crew	Mobilization | Crew
Mobilization | Single Tech	Mobilization | Single Tech
Project Coordinator	Project Coordinator
Per Diem | Per Man	Per Diem | Per Man

Quality Level Definitions

Quality Level D is the most basic level of information for utility locations. It comes solely from existing utility records or verbal recollections, both typically unreliable sources. It may provide an overall "feel" for the congestion of utilities, but is often highly limited in terms of comprehensiveness and accuracy. QL-D is useful primarily for project planning and route selection activities.

Quality Level C involves surveying visible utility facilities (e.g., manholes, valve boxes, etc.) and correlating this information with existing utility records (QL-D information). When using this information, it is not unusual to find that many underground utilities have been either omitted or erroneously plotted. Its usefulness, therefore, is primarily on rural projects where utilities are not prevalent, or are not too expensive to repair or relocate.

Quality Level B involves the application of appropriate surface locating methods to determine the existence and horizontal position of virtually all utilities within the project limits. It addresses problems caused by inaccurate utility records, abandoned or unrecorded facilities, and lost references. Decisions regarding location of storm drainage systems, footers, foundations and other design features can be made to successfully avoid conflicts with existing utilities. Slight adjustments in design can produce substantial cost savings by eliminating utility relocations.

Quality Level A is the highest level of accuracy and involves the full use of the subsurface utility investigation method. It provides information for the precise plan and profile mapping of underground utilities through the nondestructive exposure of underground utilities, and also provides the type, size, condition, material and other characteristics of underground features.

Service Exceptions and Limitation

Locating Exceptions

Our services do not include the location of irrigation lines and associated control valves. We are able to locate sewer and storm drain lines if access is made available. We do not locate abandoned/extra conduits containing no interior cable and we do not locate fiber optic lines or lines without a metallic shield or lacking a tracer wire. C Below has the ability to locate nonmetallic lines but it is outside our normal scope of services. Should the need arise to locate these types of lines, please contact us for an additional quote.

GPR Exceptions

There needs to be at least 8 inches clearance around the perimeter of the scanning area to accommodate the GPR antenna; especially at structure intersections. Scanning surfaces need to be relatively flat with no water present. GPR can penetrate 12 inches of concrete or masonry, but accuracy decreases with increased steel congestion. Indications show up on the radar screen as hyperbolas. The center of the hyperbola is the center of the indication. GPR data, under most circumstances, does not allow for the interpretation of an indications size, only the center location of the indication and embedment depth. Indications such as reinforcing steel or conduit spaced closer than 2 inches on center may show up as one indication.

Mapping Exceptions

Please be sure to provide any project documents prior to dispatch. A workable CAD file is required if mapping is to be performed. JPG, TIFF, PDF files are not preferred and may affect the quality of the final product. If no CAD file can be provided, additional costs may apply. A complete and editable background must be provided by the client to ensure the quality of the final product.

Potholing Exceptions

For billing purposes, C Below defines a standard pothole with the dimensions of 1' X 1' X 5' deep. Deviations from this standard definition require rate increases for additional time and materials to facilitate the client requests. Because potholing rates and other associated costs are based on the assumption of 8 hour work days, additional fees may apply if work is limited to less than 8 hours per day. These fees may include, but are not limited to: additional traffic control, travel time, and disposal fees. Standard pothole pricing includes holes at locations with a soil surface or an asphalt surface up to 6-inches thick. Additional fees will apply if the asphalt surface is over 6" thick or the proposed hole location has a concrete surface. If during the potholing operation the soil is found to have large aggregate or other debris over 3-inches in diameter, ground water, roots or hazardous materials, additional fees will apply. For further clarification please speak to your C Below representative. Optional Services include: hot patching per City requirements, slurry backfill, standard or engineered traffic control plans, trenching or excavation beyond standard pothole dimensions.

CCTV Exceptions

All lines designated by the client for need of inspection must have clear unobstructed access points. Information gathered during the inspection must be agreed upon prior to dispatch. For added scope of water jetting additional fees apply.

Traffic Control

Standard Traffic Control includes one lane closure with minimal signage not spanning an intersection. Extensive Traffic Control includes multiple lane closures, arrow boards, multiple signage requirements, spanning of intersections, flaggers, and other non-standard setups.

General Terms and Conditions for Services

Provided by C Below, Inc.
For the remainder of this document, C Below, Inc. will be referred to as CBI and the Owner or Owner's representative will be referred to as the CLIENT.

ANTICIPATED COSTS
CBI's estimated budget is based upon information provided by the Client. Our ability to perform within the estimated budget depends heavily on the accuracy of the information provided, as well as the cooperation and attentiveness of the Client's management staff. Our accounting department will provide the Client with a percentage of the estimated budget used on each invoice. The Client's management staff shall monitor the percentage of work remaining to assure CBI's services are not greater than the estimated budget. If CBI performs less work than the estimated budget, the Client's costs will be less. Likewise, if the duration of our services exceeds our estimated budget, the Client will incur more cost. Verbal requests made by project representatives to perform services beyond our estimated budget are considered authorization to perform billable work. Project actual budget totals may vary. Estimated budget hours are based on a 40-hour/Monday - Friday workweek, 8-hours per day, excluding weekends, holidays and overtime. The Client agrees that any "budget estimates", "anticipated costs" or other like documentation prepared by CBI is NOT a "not to exceed budget", "guaranteed maximum" or "lump sum". The Client will be invoiced for all work performed based on CBI's Schedule of Fees and these Terms & Conditions.

MINIMUM CHARGES
All locating services are based on a minimum of four hours. Over four hours shall be a minimum of eight hours. If a technician is scheduled to perform a service and no work is performed, a two hour minimum charge shall apply (show-up charge).

WORKING HOURS
CBI's regular workweek is Monday - Friday. Normal work hours are 7:00 am – 5:00 pm. For work performed Monday – Friday, overtime hours (1.5 times the contracted hourly rate) apply after eight hours worked per day. Premium time hours (2 times the contracted hourly rate) apply after twelve hours worked per day. Work performed on Saturday shall be billed at 1.5 times the contracted hourly rate. Work performed on Sundays and Holidays shall be billed at 2.0 times the contracted hourly rate. Holidays observed by CBI are New Year's Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving, the day after Thanksgiving and Christmas. Overtime hour charges shall be in one-hour increments.

SCHEDULING & CANCELLATION
A minimum of 24-hours notice is required when scheduling CBI's services. If services are requested the same day or after 2:00 pm the preceding day, a premium expedite fee of $75 per technician will apply. If services are canceled less than 24-hours before the scheduled start time, a fee of $75 per technician will apply.

PREVAILING WAGE
The prices quoted within are NOT Prevailing Wage or Union unless specifically stated on the first page of this document. If this project requires Prevailing Wage, our hourly rates will increase the proportional percentage increase every July 1 in accordance with the wage listed by the Director of Industrial Relations which is tied to any applicable union or collective bargaining agreement documented annual increases plus corresponding changes in our general administration and overhead expenses. These adjustments shall become the agreed upon basis for charges by CBI to the Client.

CERTIFIED PAYROLL
Certified payroll requests will have a processing fee applied for each project, billed on every invoice in the amount of $75.00.

C.O.D.
Projects totaling less than $5,000.00 in services for Clients that have not submitted credit approval through the CBI accounting department shall be performed on Cash on Delivery (C.O.D.) basis. Prior to the start of our services the CBI technician will collect a check from the Client. For all other projects, please see the TERMS OF PAYMENT section of this document.

TERMS OF PAYMENT
The Client agrees invoices rendered for professional or technical services will be prepared bi-monthly and are due upon presentation. Invoices will be deemed past due if unpaid within thirty (30) days from date of invoice, and will be subject to a monthly finance charge of 1.5% of invoice total for each month unpaid. All invoice errors or necessary corrections shall be submitted to CBI within fifteen (15) days of receipt of the invoice; thereafter the Client acknowledges the invoice is correct and valid for payment due to CBI. CBI reserves the right to terminate services to the Client without notice if the Client's account is not paid currently. Upon such termination of services, the entire amount accrued for all services performed shall immediately become due and payable to CBI. The Client waives any and all claims against CBI, its subsidiaries, affiliates, servants and agents in connection with termination of work/services pursuant to this agreement. In the event CBI deems it necessary to refer a past due account to an attorney or to file suit for collections, the Client agrees to pay all actual expenses and costs incurred there by, including CBI staff costs, actual attorney fees & costs, and all related costs in such litigation. Jurisdiction and venue of all such actions and any other actions arising from this agreement or the provision of services by CBI shall be in San Bernardino County, State of California.

INSURANCE
CBI carries all insurance required by law. Additional insurance coverage can be obtained at an additional cost to the Client. These costs can be obtained by quotation from CBI. CBI will process Waiver of Subrogation, Additional Insured's, and Additional insurance certificates upon request from the Client. An additional charge of $150 will apply for each document required and will be invoiced to the Client.

REIMBURSABLE EXPENSES
Outside services performed by others and direct costs expended on the Client's behalf, are charged at cost plus 15%. Equipment and materials purchased/rented by CBI exclusively for the project will be invoiced at cost plus 15%. Business license fees for project specific requirements will be invoiced at cost plus 15%.

SERVICE AUTHORIZATION
Verbal request will be considered authorization to perform billable work. The Client shall designate member(s) of their staff who have authority to request our services and notify CBI in writing as to their authorized representative. Otherwise all service requests are billable.

PROPOSAL VALID DURATION
Proposed Master Fee Schedule of Rates, Term & Conditions and General Conditions stated within are valid for 30 days from proposal date.

CONTRACTUAL ADDITIONS

C Below will undertake professional responsibility for only the services provided pursuant to this Agreement, and only pursuant to the terms and conditions of this Agreement. In particular, and without limitation, C Below will not be responsible for delays or other matters beyond its reasonable control; for inaccurate or incomplete information provided to it by Client, co-consultants or other reasonably reliable sources; for site conditions of which it was not actually informed; for unauthorized modifications to or deviations from C Below's instruments of service or the use of unfinalized instruments of service for any purposes including bidding or cost estimating; for hazardous materials or toxic substances at the Project site; for the speciation of products or equipment for purposes consistent with the manufacturer's published literature; for materials and equipment decisions made by others; for the services and instruments of service provided by others even if incorporated into C Below's instruments of service for ease of reference or otherwise; for the performance of the Project's contractors and materials suppliers; for construction means, methods, techniques, sequences or procedures, including without limitation investigation or demolition procedures and safety precautions and programs; and for the actions or inactions of others including utility companies, other consultants and governmental or quasigovernmental agencies.

The services being provided for by C Below do not relieve the Client of the responsibility of having to comply with California Government Code §§4216 - 4216.9. It is expressly understood by the Client that C Below's services are not a substitute for compliance with California government Code §§4216 - 4216.9.

In recognition of the relative risks, rewards and benefits of the project to both the Client and C Below, the risks have been allocated such that the Client agrees that, to the fullest extent permitted by law, C Below's total liability to the Client and to any other third party for any and all injuries, claims, losses, expenses, damages or claims expenses arising out of this agreement from any cause or causes, shall not exceed C Below's fee or $5,000.00, whichever is less. Such causes include, but are not limited to, C Below's negligence, strict liability, breach of contract or breach of warranty.

The Client waives all rights against C Below for damages caused by fire, water, wind or any other perils to the extent covered by any type of property insurance applicable to the claimed damage or loss. This waiver of subrogation shall be effective even though that person or entity would otherwise have a duty of indemnification.

The Client shall ensure that all of its contractors and subcontractors maintain General Liability Insurance (minimum of $1,000,000 per occurrence limits of coverage). Modified occurrence policies are not acceptable; any coverage exclusion in addition to standard ISO coverage forms must be noted and approved by C Below. The Client will require and make certain that its contractors and subcontractors list C Below as an additional insured using ISCO CG2010 1985 Form B or equivalent with no limitation to "ongoing operations" for each project C Below performs services for the Client. The additional insured endorsement or certificate must also contain a statement that "the protection afforded the additional insured hereunder shall be primary and any other coverage available to the additional insured shall be excess and non-contributing."

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Chino, CA 91710
1-888-90-BELOW
Fax: (909) 606-6555

UTILITY LOCATING

Utility locating is an imperative first step prior to excavation during pre-construction. Damaged lines are not only expensive to repair but can be extremely dangerous. Starting your project with the knowledge of the types and locations of underground utilities on the job site is an important and cost-effective way to ensure a safe and successful project.

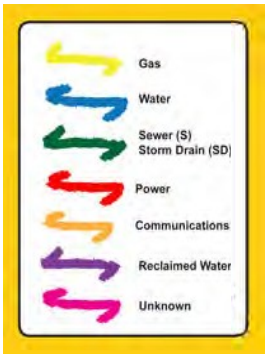
C Below has the ability to locate horizontal and vertical locations for all underground utilities including: water, gas, power, waste, communications and cable/TV.

Our technicians will mark all indications directly on the surface of all surveyed areas using the American Public Works Association (APWA) Uniform Color Code. All utility locating marks are made in accordance with the Common Ground Alliance (CGA) Best Practices.

Once lines have been found, there are several options a technician can use for marking the utility locations. Spray paint is the most common but flags or whiskers are also utilized in areas that have heavy traffic, or where sprinklers may cause the paint to become unreadable prior to excavation. Computer-aided design or CAD drawings of our findings can also be provided upon request.

Our utility locating services shall include only those materials commonly used for locating and marking indications. Clear access to scanning areas need to be provided by the client. Should the area to be scanned not be accessible from the ground, the client will provide the means (man lift, scaffold, etc.) for our technician to properly perform their work.

For utility locating we locate all underground utilities using a standard electromagnetic utility locator. With this method, we are able to find: main water supply lines and associated branch lines made of metal (conductive) or water lines installed with a “tracer wire”, all sewer and waste lines by electromagnetic location, power lines, telecommunication lines, gas lines with tracer wires.



EXCEPTIONS

Our services do not include the location of irrigation lines and associated control valves. We are able to locate sewer lines if access is made available. We do not locate abandoned/extra conduits containing no interior cable and we do not locate fiber optic lines or lines without a metallic shield or lacking a tracer wire. C Below has the ability to locate nonmetallic lines but it is outside our normal scope of services. Should the need arise to find these types of lines, please contact us for an additional quote.

BELOW
SUBSURFACE IMAGING

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GROUND PENETRATING RADAR (GPR)

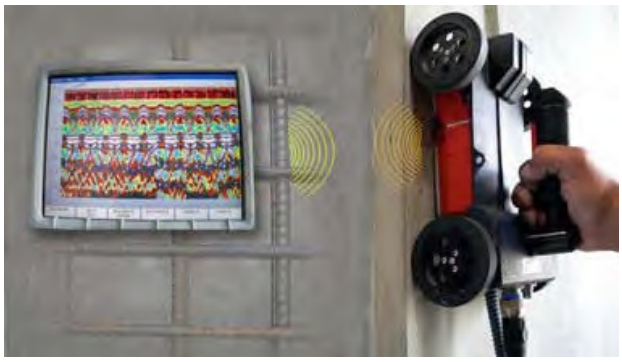
C Below uses GPR for locating reinforcing steel, prestressing strand, conduit and other indications in concrete and masonry structures. We use this method because it is one of the safest, fastest and most accurate methods currently available. With the ability to penetrate up to 18 inches of concrete, our technicians can map all indications directly on the scanning surface prior to coring, cutting or drilling. The survey results can also be saved and printed in 3-Dimensional detail providing a subsurface map for our client.

With such a large penetration range, GPR can be used with access to only one side of the scanning area with no need to place film on the opposite surface (as is needed with other methods). Our technicians determine the thickness of concrete and masonry structures to determine the spacing and depth of indications. In certain cases, the size of the indication can be estimated.

As these indications are found, they are displayed to the technician in real-time. They are displayed on the GPR monitor when changes in the conductivity of the scanned area represent locations of rebar, conduit, pipe, voids, and other objects located beneath the surface. Once located, the indication is marked in accordance with the APWA Uniform Color Code.

GPR is incredibly versatile and offers ease of use on job sites. It emits about 1% the power of a cell phone signal to perform its functions. Other methods require a safety perimeter around work areas. We prefer to use GPR because we are able to work in occupied sites and buildings where temporary evacuation is not an option. The equipment is very portable and can be moved to location quickly, making scanning of multiple areas a fast, efficient and manageable process. The practicality of this service supersedes traditional methods of utility locating, but it can also be used in conjunction with them.

With the ability to locate nonmetallic utilities up to 12 feet deep, you can be sure most lines will be identified.



EXCEPTIONS

There needs to be at least 8 inches clearance around the perimeter of the scanning area to accommodate the GPR antenna; especially at structure intersections. Scanning surfaces need to be relatively flat with no water present. GPR can penetrate 16 inches of concrete or masonry, but accuracy decreases with increased steel congestion. Size of indications are hard to determine as GPR readings are presented in a fashion that communicates location rather than the indication's expanse.

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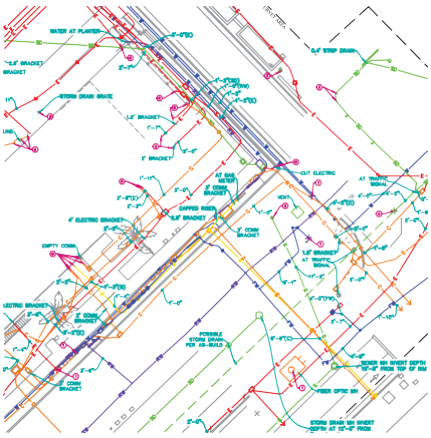
UNDERGROUND MAPPING

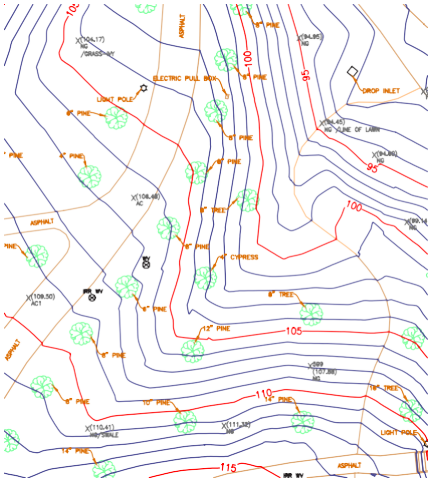
C Below will provide our client with electronic and/or printed documentation of our utility investigation when mapping is added to our locating scope of work. Utility locations will be plotted in a client provided site drawing with clear, easy to read detail. Each utility is labeled and color coded in accordance with the indications marked in the field. We prepare CAD drawings to ensure the industry's most accurate drawings. The details of these drawings are based upon client specifications. Some of these options include depth, pipe diameter and materials, connection points, and all unknown utilities.



In addition to 36" x 24" prints, our drawings can also be saved in PDF format for simple distribution and viewing. Our detailed drawings can be used to provide designers and contractors with an overview of what to expect when performing site work. All mapping is done under the supervision of a licensed civil engineer.

ADDITIONAL SURVEYING SERVICES

In addition to mapping our utility location markings, we offer a full range of surveying services.



ADA

BOUNDARY

A.L.T.A./N.S.P.S

TOPOGRAPHIC

CROSS-SECTIONS

ENCUMBRANCE MAPS

ORTHO AERIAL PHOTOS

EXCEPTIONS

Please be sure to provide any project documents prior to dispatch. A workable CAD file is required if mapping is to be performed. JPG, TIFF, PDF files are not preferred and may affect the quality of the final product. If no CAD file can be provided, additional costs may apply. A complete and editable background must be provided by the client to ensure the quality of the final product.

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POTHOLING

Potholing is also known as vacuum excavation and is used for the purpose of identifying the axis of an underground utility. When the utility is revealed, the type of material and utility size are documented. The data collected during these excavations are beneficial in all phases of construction. Based upon the soils conditions or scope, C Below will choose to use air or water to create the pothole. Potholes made to expose facilities encased in concrete, will stop at the encasement. The top of the encasement will then be recorded as the top of the facility.

After documenting our findings, each pothole will be backfilled, compacted, and a perm-a-patch or hot patch will be provided depending upon client specifications.

A potholing report complete with photographs are provided at the conclusion of the job documenting the location, utility found, depth to top of pipe, utility size, material and the soil conditions. If no utility is found within the predetermined depth of the pothole, it will be considered a dry hole. Additional holes may be necessary to provide a positive location of the utility.

C Below technicians performing potholing

Potholing equipment

PRICING & EXCEPTIONS

For billing purposes, C Below defines a standard pothole with the dimensions of 1' X 1' X 5' deep. Deviations from this standard definition require rate increases for additional time and materials to facilitate the client requests. Because potholing rates and other associated costs are based on the assumption of 8 hour work days, additional fees may apply if work is limited to less than 8 hours per day. These fees may include, but are not limited to: additional traffic control, travel time, and disposal fees. Standard pothole pricing includes holes at locations with a soil surface or an asphalt surface up to 6-inches thick. Additional fees will apply if the asphalt surface is over 6" thick or the proposed hole location has a concrete surface. If during the potholing operation the soil is found to have large aggregate or other debris over 3-inches in diameter, ground water, roots or hazardous materials, additional fees will apply. For further clarification please see rate sheet for 'Out of Scope Hole' and the table below. Optional Services include: hotpatching per City requirements, stamped traffic control plans by an engineer, routine traffic control plans.

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CCTV PIPE INSPECTION AND CRAWLER CAM

C Below provides video pipe inspection that will give vital information to help properly maintain utility and pipe facilities. We perform this service on sanitary sewer and storm drain lines specifically identified by the client or client's representative. CCTV pipe inspection includes trained personnel and the use of a push camera and/or crawler camera depending on the size of the line.

During this inspection, videos are recorded in full color MP4 files that can be viewed easily on all computers. Captions can be added to the video to help identify the technician findings. Our push cameras can video lines as small as 3" in diameter while our crawler cameras can do pipes upwards of 72". The video technology offers high quality assessment of all piping, including joints. We offer quick results with the ability to transfer video feed via USB and Bluetooth technology.

Standard details recorded during the inspection include: obstructions or blockages, root intrusion, structural damage, pipe offsets and flow conditions. Problem areas found will be identified on the surface for easy identification.

In the event that any blockage is found, we are able to provide water jetting to clear the obstructions. Sanitary Sewer and Storm Drain lines may contain debris and blockages that limit the ability to perform CCTV Pipe Inspection. C Below can arrange for an outside contractor to jet all lines prior to CCTV pipe inspection to ensure the full length of the pipe can be filmed.

CCTV Crawler Cam

Intact and damaged storm drains as recorded by our CCTV

EXCEPTIONS

All lines designated by the client for need of inspection must have clear unobstructed access points. Information gathered during the inspection must be agreed upon prior to dispatch. For added scope of water jetting additional fees apply

Exhibit A
Utility Locating Investigation of exterior areas only
Legend
Google Earth
200 ft
N
163

Job	23-7371
Quote No.	Q-17260
Date:	07-07-2023
Expires on:	08-06-2023
Payment	Net 30 | Prevailing Wage

Please review all pages in this agreement on our services capabilities and limitations before signing. Should you have any questions about our services, please contact your sales representative before signing this agreement.

Signature: Effective Date:

Name (Print):

Title:

Client Billing Information

Bill to Name

Attention

Address

City

State

Zip

Email

C Below Signature: Effective Date:

C Below Name (Print): Ashley Salvino Title: Vice President of Operations

Please sign and email to Keith Choi at keithc@cbelow.com.

After C Below receives this signed agreement, **Dispatch** will be notified immediately to begin the scheduling process. Service availability changes throughout the day. Service date and time can only be confirmed by dispatch after receiving this agreement.

THANK YOU FOR YOUR BUSINESS!

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Facilities Agreement

Approval of Agreement #23-99 with Construction Testing & Engineering South Inc. DBA/Universal Engineering Sciences (UES) for Lab of Record Special Testing & Inspection Services for the New ECDC Facilities at Driffill School (Mitchell/Miller/CFW)

The Board of Trustees approved the Enhanced Master Construct Program (Program) that focuses on increasing the number of K-8 school facilities and replacing older schools, portable classroom, and support facilities with permanent K-5 & K-8 schools; all with the 21st Century Leaning Environments that meet adopted Board specifications and program requirements.

As part of the Program, the District applied for State grant funds to construct new classrooms at Driffill school establish an ECDC facility. On October 26, 2022, the State Allocation Board approved an apportionment of $7 million from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program for the proposed project and established an overall project budget of approximately $10 million with the balance of the funds provided by the District's available capital funds. The District has since completed the necessary design work associated with the project and submitted construction documents to the Division of State Architect (DSA) for review and approval. With DSA approval pending and the anticipated commencement of construction, the District directed CFW to proceed with the procurement of professional consultants for the construction phase of the project.

Pursuant to District direction, and as required by the grant, CFW requested proposals from professional consultant firms that provide Lab of Record Special Testing and Inspection Services and received an acceptable proposal from Universal Engineering Sciences (formerly Construction Testing & Engineering South, Inc.)

The attached Agreement for Lab of Record Special Testing and Inspection Services and the Proposal describes the scope of services requested from UES and calls for the performance of Lab of Record services to ensure that the work performed in the field is in accordance with DSA approved design documents through the monitoring of construction activities and closeout of the Project. The service will confirm that construction activities were performed satisfactorily in accordance with the approved design. The Proposal and the subsequent scope of services it provides will enable the District to align the project with the goals set forth within Enhanced Master Construct Program.

FISCAL IMPACT:
The Lab of Record Services will be completed for a lump sum fixed fee of: Twenty-Eight Thousand Six Hundred Forty-Five Dollars and No Cents ($28,645.00) based on an estimated nine-month construction schedule with the contract to be paid from a combination of funds from the California Preschool,

Transitional Kindergarten, Full-Day Kindergarten grant program and capital fund balances.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in conjunction with CFW, that the Board of Trustees approve Agreement #23-99 with UES for the new ECDC facilities at Driffill.

ADDITIONAL MATERIALS:

Attached: Agreement #23-99, Universal Engineering Services (19 Pages)
Proposal (15 Pages)

OXNARD SCHOOL DISTRICT
AGREEMENT FOR CONSULTANT SERVICES
LAB OF RECORD SERVICES TO BE PROVIDED FOR
DRIFFILL ELEMENTARY SCHOOL ECDC TRANSITIONAL
KINDERGARTEN CONSTRUCTION PROJECT

This Agreement for Consultant Services ("Agreement") is entered into as of this **23rd** day of **August 2023**, by and between the **Oxnard School District** ("District"), with offices located at 1051 South "A" Street, Oxnard, California 93030, and **CONSTRUCTION TESTING & ENGINEERING (CTE) SOUTH, INC. dba UNIVERSAL ENGINEERING SCIENCES (UES)** ("Consultant"), with a business address located at 2400 Celsius Avenue, Suite J, Oxnard, CA 93030. District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as "Parties".

RECITALS

A. District is authorized by California Government Code section 53060 and District's 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 Proposal ("Proposal"), the performance of certain services, with the precise scope of work to be specified at the time of assignment of the work.

B. Following submission of a Proposal for the performance of services, Consultant was selected by District to perform services on behalf of the District at the District's sole discretion.

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

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

OPERATIVE PROVISIONS

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. **Scope of Services.** The Scope of Services to be assigned to Consultant pursuant to issuance of a Purchase Order, is further defined in **Exhibit "D"** – **Scope of Services**, wherein the general responsibilities of Consultant are described pursuant to the discipline(s) for which the Consultant has been deemed qualified by District as described in this Agreement.

3. **Term of Agreement.** Subject to earlier termination as provided for below, this Agreement shall remain in effect from August 24, 2023 through August 23, 2024 (the "Term"). This Agreement is a single service Agreement specific to requested services to be performed for the **Driffill Elementary School ECDC New Transitional Kindergarten Facilities Project, 910 South E Street, Oxnard, CA 93030** ("Project"), as described in the **UES Proposal No. 5010 0523 0007 dated June 27, 2023.**

4. **Time for Performance.** The scope of Services set forth in **Exhibit "D"** shall be completed during the Term referenced under item Section 3 above. If Services indicated in **Exhibit "D"** cannot be completed within the schedule set forth under Section 3 above, it is the responsibility of the Consultant to notify District no later than ten (10) days prior to the completion date for the Services, with a request for a time extension clearly identifying the cause(s) for the failure to complete the Services within the schedule and/or the Term. For this Agreement, the completion date for Services is March 30, 2024. Should Consultant fail to provide such notice, and/or the Services not be completed pursuant to that schedule or within the Term, Consultant shall be deemed to be in default as provided below. 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.

5. **Additional Services.** Additional Services are services in addition to the Services set forth in this Agreement that are provided by Consultant pursuant to a written request by the District. Additional Services will require a written request or pre-authorization in writing by District, subject to specific approval processes of such services, to the extent required by District and which may be further determined at the time District receives a proposed cost for the requested Additional Services from the District Board of Trustees. Any modification of the compensation to be paid to Consultant as a result of Additional Services must be specifically approved in writing by the District Board of Trustees. In the event that the District Board of Trustees approves in writing a modification of the compensation, then Consultant shall be paid for such Additional Services pursuant to Section 8, below. However, it is understood and agreed that if the cause of the Additional Services is the sole or partial responsibility of Consultant, its agents, or any subconsultants or other parties under the charge of Consultant, no additional compensation shall be paid to Consultant. If such conditions exist so as to justify Additional Services as indicated above, which require additional compensation or time in order to be performed, it is the sole responsibility of Consultant to submit a request for Additional Services within ten (10) days of Consultant's discovery of such conditions which require Additional Services. It is understood and agreed that if Consultant performs any services that it claims are Additional Services without receiving prior written approval from the District Board of Trustees, Consultant shall not be paid for such claimed Additional Services.

6. **Compensation and Method of Payment.** In exchange for Consultant's services, District shall pay an amount to Consultant not to exceed the amount set forth in **Exhibit "A" – Compensation & Rate/Fee Schedule**, attached hereto and incorporated by reference herein. This Agreement is to be invoiced to the District in the form of Progress Payments. 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. If any expenses stated within Consultant's invoice are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

   a. 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.

7. **Responsibilities of Consultant:**

   a) Consultant shall perform all Services as indicated in this Agreement to the Satisfaction of District.

   b) The specific Services of Consultant to be performed shall be indicated in **Exhibit "D"**, attached to this Agreement.

c) Consultant hereby represents and warrants that (a) it is an experienced consultant in the discipline(s) identified in **Exhibit "D,"** having the skill, legal and professional ability, and flexibility necessary to perform all of the Services required under this Agreement; (b) it has the capabilities and resources necessary to perform its obligations hereunder; (c) it is familiar with all current laws, rules, regulations and other restrictions which are and may become applicable to the Scope of Services under this agreement, including but not limited to all local ordinances, building codes, and requirements from all Authorities Having Jurisdiction ("AHJ") including, but not limited to, the Division of the State Architect ("DSA"), the Office of Public School Construction ("OPSC"), the State Facilities Planning Division ("SFPD"), California Department of Education ("CDE"), the California Department of General Services ("DGS"), the Department of Toxic Substance Control ("DTSC"), the California Environmental Quality Act ("CEQA"), Title 24 of the California Code of Regulations, the California Education Code, State and Local Fire Authorities, air quality districts, water quality and control boards, and any/all other AHJ; (d) it will assume all responsibility for all Services performed and all work prepared and furnished to District by its employees, agents, and subconsultants; (e) it has sufficient financial strength and resources to undertake and complete the Services provided for under this Agreement within the schedule and/or Term set forth in this Agreement; and (f) it certifies and covenants that all reports, certifications, studies, analyses, and other documents prepared by Consultant shall be prepared in accordance with all applicable laws, rules, regulations, and other requirements in effect at the time of their preparation, or required at their time of submittal to District and/or any applicable agencies.

d) Consultant shall follow accepted industry standards and practices and comply with all federal, state and local laws and ordinances applicable to the Services required by this Agreement.

8. Responsibilities of District.

a) District will prepare and furnish to Consultant upon Consultant's request, such information as is reasonably necessary to the performance of the Services required under this Agreement. Consultant understands that all information provided to Consultant remains the property of District and shall only be removed from District's possession/premises and/or be photocopied, reproduced, distributed, or otherwise made available to others if such activities are expressly approved in writing by District and/or the District's Program Manager, Caldwell Flores Winters, Inc. ("Program Manager"). Failure to comply with the above requirements shall be reasonable cause for termination of this Agreement, and may subject Consultant to liability for damages to District.

b) If requested by Consultant, District shall provide information as to the requirements and educational program for each project assigned by Agreement, including approved budget and schedule limitations.

c) District shall facilitate and coordinate cooperation amongst and between District consultants, including but not limited to architects, construction managers, surveyors, geotechnical engineers, inspectors, testing laboratories, hazardous materials specialists, CEQA/DTSC compliance specialists, technology experts, and any other professional consultants District deems necessary to execute the Facilities Implementation Program. Such coordination shall include the distribution of documentation prepared by individual consultants which may be of service to Consultant in the course of completing the Services.

d) District shall, at its sole discretion, provide for the timely approval and execution of the Agreement, Additional Services requests, invoices, and any other documentation that requires District action in order for Consultant to complete the Services.

9. **Suspension.** District may, for any reason or no reason, in District's sole discretion, suspend all or a portion of this Agreement, or the Services by giving ten (10) calendar days written notice of suspension to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress. If District suspends the Services for a period of ninety (90) consecutive calendar days or more and, in addition, if such suspension is not caused by Consultant or the acts or omissions of Consultant, then if the Services are resumed, Consultant's compensation shall be subject to adjustment to provide for actual direct costs and expenses incurred by Consultant as a direct result of the suspension and resumption by District of the Services.

10. **Termination.** This Agreement and/or all or part of the Services contained herein may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

    a) District may terminate all or a portion of this Agreement, or the Services, without cause, at any time by giving ten (10) calendar days' written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or

    b) District may terminate all or a portion of this Agreement, or the Services, for cause, in the event of a Default by giving written notice pursuant to Section 13 below; or

    c) Consultant may terminate this Agreement at any time upon thirty (30) calendar days' written notice to the District, if District fails to make any undisputed payment to Consultant when due and where such failure remains uncured for forty-five (45) calendar days after Consultant's written notice to District.

11. **Similar or Identical Services.** In the event this Agreement, or any of the Services, are terminated in whole or in part as provided herein, District may procure, upon such terms and in such manner as District may determine appropriate, services similar or identical to those terminated to complete any unfinished Services or new services as needed by District, and upon such terms and in such manner as District may determine appropriate.

12. **Inspection and Final Acceptance.** District's acceptance of any work or Services, whether specifically in writing or by virtue of payment, shall not constitute a waiver of any of the provisions within this Agreement, unless otherwise expressly stated.

13. **Default**.

    a) Failure of Consultant to perform any Services or comply with any provisions of this Agreement constitutes a Default. District may terminate all or any portion of this Agreement, or the Services, for cause, in the event of a Default. The termination shall be effective if (i) Consultant fails to cure such Default within thirty (30) calendar days following issuance of written notice thereof by District; and/or (ii) if the cure by its nature takes longer, and thereby the Consultant fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and fails to diligently prosecute such cure to the satisfaction of District. If Consultant has not cured the Default, District may withhold all invoices and may choose to proceed with payment on said invoices only after the Default is cured to District's satisfaction. In the alternative, District may, in its sole discretion, during the period before Consultant has cured the Default, elect to pay any portion of outstanding invoices that corresponds to Services satisfactorily rendered. Any failure on the part of District to give notice of Consultant's default shall not be deemed to result in a waiver of District's rights at law and in equity, nor a waiver of any rights arising out of any provision of this Agreement.

    b) In addition to District's termination rights set forth above, District shall have (i) the right to cure Consultant's Default at Consultant's cost, in which case all amounts expended by District in connection

with such cure shall accrue interest from the date incurred until repaid to District by Consultant at the rate of ten percent (10%) per annum; and (ii) all other rights and remedies available to District at law and in equity, including, without limitation, an action for damages. District shall have the right to retain unpaid earned balances to offset damages, and/or charge Consultant for all damages above and beyond unpaid balance of Agreement.

14. **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 Consultant. Upon completion, expiration, or termination of this Agreement, Consultant shall turn over to District all such Documents.

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

16. **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 four (4) years after termination or expiration of this Agreement, or longer if required by law. Such records shall include, at minimum, a detailed record of daily performance, staff time records, subconsultants' time records, documentation of all costs incurred by Consultant that were billed to District, and detailed records of all Consultant fees, overhead, and profit on earned amounts.

    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 four (4) 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 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.

17. **Independent Contractor**. Consultant is retained as an independent contractor and is not employed by District. No employee or agent of Consultant shall become, or be considered to be, an employee of District for any purpose. It is agreed that District is interested only in the results obtained from the Services under this Agreement and that Consultant shall perform as an independent contractor with sole control of the manner and means of performing the Services required under this Agreement. Consultant shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Consultant, and which shall not be subject to control or supervision by District except as to results of the Services. Consultant shall provide all of its own supplies, equipment, facilities, materials, manpower, and any/all other resources that may become necessary in the course of completing the Services. It is expressly understood and agreed that Consultant and its employees shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's

compensation benefits, sick or injury leave or other benefits. Consultant will be responsible for payment of all of 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 payments under this Agreement.

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 officers, agents, and 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.

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.

18. Standard of Performance. Consultant represents and warrants that it has the skill, qualifications, experience and facilities necessary to properly perform the Services required under this Agreement in a thorough, competent and professional manner. Consultant represents and warrants that its employees and subcontractors have all legally required licenses, permits, qualifications and approvals necessary to perform the Services and that all such licenses and approvals shall be maintained throughout the term of this Agreement. 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, the standard of care utilized by persons engaged in providing services similar to those required of Consultant under this Agreement for California school districts in or around the same geographic area of District (the "Standard of Performance").

19. 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 ("Confidential Information"). Consultant shall not release or disclose any such Confidential Information, Documents, or work product to persons or entities other than District without prior written authorization from the Superintendent of District and/or Program Manager, except as may be required by law. Confidential Information does not include information that: (i) Consultant had in its possession prior to considering entering into this Agreement; (ii) becomes public knowledge through no fault of Consultant; (iii) Consultant lawfully acquires from a third party not under an obligation of confidentiality to the disclosing party; or (iv) is independently developed by Consultant without benefit of the information provided by District. In connection with Confidential Information:

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 Services 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.

20. Conflict 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 the 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 District. 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.

a) Bylaws of the Board 9270 & 9270-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 (i) represents that it has received and reviewed a copy of the Bylaws of the Board 9270 & 9270-E and that it [] does [X] does not qualify as a "designated employee"; and (ii) agrees to notify District, in writing, if Consultant believes that it is a "designate employee" and should be filing financial interest disclosures, but has not been previously required to do so by District.

_____ (Initials)

21. 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 Board members, officers, officials, employees, agents, or volunteers 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, unless exempted, shall comply with the requirements of Education Code section 45125.1 with respect to fingerprinting of employees who may have contact with District's pupils. Consultant must complete District's certification form, attached herein as **Exhibit "C,"** prior to any of Consultant's employees coming into contact with any of District's pupils. Consultant also agrees to comply with all other operational requirements of District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

22. 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.

23. Non-Discrimination. Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 42 U.S.C. 2000e 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, sexual orientation, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

24. Disabled Veteran Business Enterprise Participation. Pursuant to Education Code section 17076.11, District has a participation goal for disabled veteran business enterprises ("DVBEs") of at least three (3) percent, per year, of funds expended each year by District on projects that use funds allocated by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act. Unless waived in writing by District, Consultant shall provide proof of DVBE compliance, in accordance with any applicable policies of District or the State Allocation Board, within thirty (30) days of its execution of this Agreement

25. 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, Services or obligations under this Agreement without the prior written consent of District and approval by District's Board of Trustees. 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.

26. 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 District. Consultant shall be as fully responsible to District for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by Consultant's subcontractors, as if the acts and omissions were performed by Consultant directly. Any and all subcontractors utilized by Consultant under this Agreement and/or for the Project must maintain any required licenses or certifications.

27. District Administrator. Lisa Franz shall be in charge of administering this Agreement on behalf of District (the "Administrator"), provided that any written notice or any consent, waiver or approval of District must be signed by the Superintendent or a designated employee of District to be valid. The Administrator has completed **Exhibit D** "Conflict of Interest Check" attached hereto.

28. Continuity of Personnel. Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant's staff and subcontractors consistent with the staff proposed as part of the Statement of Qualifications, if any, assigned to perform Services under this Agreement.

a) Consultant shall provide District and the Administrator a list of all personnel and subcontractors providing Services and shall maintain said list current and up to date at all times during the Term. The list 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; (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.

29. Indemnification.

a) For all liability either found by a court of competent jurisdiction, or as agreed to by the Parties, other than that liability arising out of the professional services of Consultant as described in **Exhibit "D,"** Consultant agrees to indemnify, defend and hold harmless District and its Board members, officers, officials, employees, and agents ("Indemnified Parties"), from and against any and all claims, actions, losses, damages, judgments, and/or liabilities arising out of this Agreement from any cause whatsoever, including the acts of any person or entity under the control of the Consultant and for any costs or expenses (including but not limited to attorneys' fees) incurred by District on account of any claim, except where such indemnification is prohibited by law. Consultant's indemnification obligation applies to District's active as well as passive negligence but does not apply to District's sole negligence or willful misconduct.

b) For liability arising out of the performance of its professional services under this Agreement, Consultant agrees to indemnify, defend, and hold harmless District and its Indemnified Parties, from and against any and all claims, actions, losses, damages, judgments, and/or liabilities, to the extent arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of Consultant. In no event shall such cost to defend that is charged to the Consultant exceed Consultant's proportionate percentage of fault. Consultant's indemnification obligation does not apply to District's sole negligence or willful misconduct.

c) Consultant agrees to obtain executed indemnity agreements with provisions identical to the above from each and every subcontractor or sub-consultant retained or employed by Consultant in the performance of this Agreement. 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. Consultant's obligation to indemnify and defend District as set forth above is binding on the successors, assigns or heirs of Consultant and shall survive the termination of this Agreement.

_____(Initials)

30. 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 "B"** 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. Any Consultant subcontractors and/or sub-consultants must maintain the necessary insurance coverages as provided for in this Agreement, including but not limited to **Exhibit "B."**

31. 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: Dr. Ana DeGenna, Interim Superintendent
Re: Driffill ECDC Project

With electronic copy to:
Caldwell Flores Winters, Inc.
Oxnard School District Program Manager
815 Colorado Boulevard, Suite 201
Los Angeles, CA 90041
Attention: Michael Brewer
Telephone: (626) 829-8323
Email: mbrewer@cfwinc.com

To Consultant:
Construction Testing & Engineering South, Inc
dba Universal Engineering Sciences (UES)
2400 Celsius Avenue, Suite J
Oxnard, CA 93030
Attention: Victor Hernandez Gaytan
Telephone (909) 253-5321
Email: VHernandez2@UniversalEngineering.com

All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when delivered in any of the following ways: (i) on the date delivered, if delivered personally; (ii) on the date sent, if sent by facsimile transmission and confirmation of transmission is received; (iii) on the date it is accepted or rejected, if sent by certified mail; and (iv) the date it is received, if sent by regular United States mail.

32. Disputes. Except in the event of the District's failure to make an undisputed payment due the Consultant, notwithstanding any disputes between the District and Consultant hereunder, the Consultant shall continue to provide and perform the Services and authorized Additional Services pending a subsequent resolution of such disputes. Any and all disputes under this Agreement between the District and Consultant shall be submitted for

resolution for non-binding mediation. If such disputes cannot be resolved through mediation, all remaining disputes shall be resolved by binding arbitration conducted under the auspices of AAA and the AAA Construction Industry Arbitration Rules. The foregoing notwithstanding, as an express condition to the Consultant's commencement of arbitration proceedings hereunder, the Consultant shall comply with all applicable requirements of Government Code section 900, *et seq*.

33. **Excusable Delays**. Neither Party will be liable to the other for unanticipated delays or failures in performance resulting from causes beyond the reasonable control of that Party, including, but not limited to, acts of God, labor disputes or disturbances, material shortages or rationing, riots, acts of war, governmental regulations, communications or utility failures, or casualties; provided that the delayed Party: (i) gives the other Party prompt written notice of such cause; and (ii) uses reasonable efforts to correct such failure or delay in its performance. The delayed Party's time for performance or cure under this section will be extended for a period equal to the duration of the cause or sixty (60) days, whichever is less.

34. **Entire Agreement; Binding Effect**. This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. Consultant shall be entitled to no other benefits other than those specified herein. Consultant specifically acknowledges that in entering into this Agreement, Consultant relied solely upon the provisions contained in this Agreement and no others. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.

35. **Amendment**. No changes, amendments, alterations, or modifications of this Agreement shall be valid, effective or binding unless made in writing and signed by both Parties and approved by the District's Board of Trustees. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

36. **Waiver**. Waiver by any Party 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. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specifically specified in writing. Neither District's review, approval of, nor payment for, any of the Services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and Consultant shall remain liable to District in accordance with this Agreement for all damages to District caused by Consultant's failure to perform any of the Services to the Standard of Performance. This provision shall survive the termination of this Agreement.

37. **Governing Law**. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. With respect to litigation involving this Agreement, or the Services, venue in state trial courts shall lie exclusively in the County of San Bernardino, California.

38. **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).

39. **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.

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

OXNARD SCHOOL DISTRICT	CONSTRUCTION TESTING & ENGINEERING SOUTH, INC. DBA UNIVERSAL ENGINEERING SCIENCES
Signature	Signature
Lisa A. Franz, Director, Purchasing Typed Name/Title	Typed Name/Title
Date	Date
	Tax Identification Number: _____

EXHIBIT "A"

COMPENSATION & RATE/FEE SCHEDULE

I. The following rates of pay shall apply in the performance of the Services under this Agreement:

Total Not to Exceed Fee = $28,645.00

II. Consultant may utilize subcontractors as permitted in the Agreement. The hourly rate for any subcontractor shall be consistent with the rate and fee schedule indicated in Section I above, unless other direction is provided with written authorization from District Superintendent or his/her designee.

III. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. Consultant may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by Consultant beyond the typical obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by District in writing and do not cause the amounts paid to Consultant to exceed the amounts allowed under this Agreement. No mark-up of any expense is permitted. The following is the EXCLUSIVE list of reimbursable expenses:

A. Travel and Mileage. Consultant must request the travel in writing and justify why the travel should be reimbursed. Travel expenses must be approved in writing by District, in its sole discretion. Trips from any Consultant's office to District's office or to the Project site will not be approved for reimbursement.

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

C. Fees for Subcontractors. Fees for subcontractors hired and paid by Consultant at the written request of District and are permitted in the Agreement.

D. Fees advanced for securing approval of public agencies having jurisdiction over any project hereunder.

IV. Consultant shall provide to District a complete Schedule of Values ("SOV"), identifying major work activities required to complete the authorized scope of work. All invoices must reflect the appropriate progress percentage for each SOV item billed, to be verified by District. District will compensate Consultant for the Services performed upon approval by District of a valid and complete invoice, in form and substance acceptable to District.

A. Acceptable back-up for billings shall include, but not be limited to:

a. Records for all personnel describing the work performed, the number of hours worked, and the hourly rate, for all time charged to the Services.

b. Records for all supplies, materials and equipment properly charged to the Services.

c. Records for all travel pre-approved by District and properly charged to the Services.

d. Records for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

Unless otherwise directed by District, in writing, completed invoices are to be submitted to the attention of the Director of Purchasing and the Chief Business Official. To be considered complete, the invoice packet shall include all back-up documentation required by District and sign-off from District staff, Program Manager or project manager assigned by District to supervise the Services.

The total compensation for the Services shall be provided for in this Agreement.

V. Compensation Upon Termination. In the event that District suspends or terminates this Agreement, or any of the Services pursuant to Section 10 or Section 11(a) of the Agreement, District will pay Consultant as provided herein for all Services and authorized Additional Services actually performed, and all authorized reimbursable expenses actually incurred and paid, under and in accordance with this Agreement, up to and including the date of suspension or termination; provided that such payments shall not exceed the amounts specified in the Agreement as compensation for the Services completed, plus any authorized Additional Services and authorized reimbursable expenses completed prior to suspension or termination. No payment for demobilization shall be paid unless District at its sole discretion determines that demobilization or other compensation is appropriate.

After a notice of termination is given, Consultant shall submit to District a final claim for payment, in the form and with certifications prescribed by District. Such claim shall be submitted promptly, but in no event later than forty (40) calendar days after the Termination Date specified on the notice of termination. Such payment shall be Consultant's sole and exclusive compensation and District shall have no liability to Consultant for any other compensation or damages, including without limitation, anticipated profit, prospective losses, legal fees or costs associated with legal representation or consequential damages, of any kind.

EXHIBIT "B"

INSURANCE

I. **Insurance Requirements**. Consultant shall provide and maintain insurance, acceptable to District Superintendent and/or District's 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, subcontractors, representatives and/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) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate.

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 thirty (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 Board members, officers, officials, employees, agents, and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities and/or Services 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 Agreement, certificates of insurance necessary to satisfy District that the insurance provisions of this Agreement have been complied with. 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 a 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 Board members, officers, officials, employees, agents, 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.

EXHIBIT "C"

BACKGROUND CHECK AND FINGERPRINTING PROCEDURES FOR CONTRACTORS

The Consultant will be required to assure that its employees, subcontractors of any tier, material suppliers, and consultants do not have direct contact with the District's students during the performance of the Agreement in compliance with Education Code sections 45125.1 and 45125.2. To assure these provisions, the Consultant's supervisor shall be fingerprinted, and proof of same shall be provided to the District prior to start of on-site work. The supervisor will monitor the workers' conduct while on school grounds. In addition, the Consultant shall barricade the work area to separate its workers from the students. Costs associated with this process are the responsibility of the Consultant.

The Consultant's construction supervisors or their unsupervised employees who will be working outside of fenced areas during the school hours **must** have submitted a fingerprint identification card to the Department of Justice ("DOJ") and have a proof of clearance in the form of an affidavit filed in the Needles Unified School District's ("District") Purchasing Office **prior to** the start of the work.

Education Code sections 45125.1 and 45125.2 require that criminal checks be completed for contractors who provide construction, janitorial, administrative, grounds and landscape maintenance, pupil transportation, food-related, or other similar services to school districts.

The undersigned does hereby certify to the Board of Trustees of the District as follows:

That I am a representative of the Consultant currently under contract ("Agreement") with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Consultant.

Consultant certifies that it has taken the following actions with respect to the construction Project that is the subject of the Agreement:

1. Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of work, a physical barrier at the Project site, which will limit contact between Consultant's employees and District pupils at all times (mandatory for all projects); AND

2. The Consultant has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Consultant's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the DOJ has determined that none of those employees has a pending criminal proceeding for a felony or has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Consultant's employees and of all its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; AND/OR

3. Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant whom the California DOJ has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Consultant's employees and its subcontractors' employees is:

Name: _____

Title: _____

AND/OR

4. The work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Consultant shall come in contract with District pupils.

Consultant's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

Date: _____

Proper Name of Consultant: _____

Signature: _____

By: _____

Its: _____

EXHIBIT "D"

SCOPE OF SERVICES

Outlined in UES's Attached Proposal, dated June 27, 2023

EXHIBIT "E"
TO AGREEMENT FOR CONSULTANT SERVICES #23-99

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270 & 9270-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 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 District, Consultant will make certain specified government decisions or will perform the same or substantially the same duties for 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, Consultant, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director of Purchasing

Universal Engineering Sciences
2400 Celsius Avenue, Suite J
Oxnard, CA 93030
(805) 278-0165

Proposal No. 5010.0523.00007
June 27, 2023

Mr. Rick Ostrander
Senior Program Manager
Caldwell Flores Winter, Inc.
521 N. 1st Venue
Arcadia, CA 91006
rostrander@cfwinc.com
(626) 829-8322

Re: **Construction Materials Testing and Special Inspection Proposal**
Soils & Material Testing Laboratory & Special Inspection Services (LOR)
Driffill Elementary School
910 South East Street
Oxnard, CA 93030

Mr. Ostrander,

Universal Engineering Sciences (UES) is pleased to present this proposal to provide special inspections and materials testing services for the above referenced project. For nearly six decades, UES has provided essential engineering and construction consulting services throughout the United States, including professional and technical services in Geotechnical Engineering, Construction Materials and Inspection, Building Code Compliance review and permitting, Environmental Consulting, and Building Envelope Evaluation.

UES has the technical capabilities, personnel, equipment resources, and local expertise to provide you with the required testing, observation, and consultant services. UES has licensed, registered, and certified professionals. Our mission is to provide the highest quality geotechnical engineering services, built on our strong foundation of deep industry experience, trusted relationships, superior customer service and agility, and our reputation for safety and quality, in order to ensure the success of our clients and national growth of our business.

UES carries the following accreditations: AASHTO Materials Reference Laboratory (AMRL), Cement and Concrete Reference Laboratory (CCRL), City of Los Angeles (LADBS), Division of the State Architect (DSA), and U.S. Army Corps of Engineers (USACE).

PROJECT DESCRIPTION

The Oxnard School District successfully garnered a grant from California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program for 10 new classrooms at Driffill Elementary School. The duration of the project is expected to be 9 months. The building construction will be prefabricated modular buildings with inspection requirements for foundations and site improvements.

UES's preparation for this proposal is based on the following:

- The following documents were reviewed in preparation for this proposal.

Project Documents		
Document	**Created By:**	**Date:**
RFP	Caldwell Flores Winter, Inc.	May 25, 2023
Geotechnical Report	Rybak Geotechnical, Inc.	May 11, 2023
Civil Plans	ECG Encompass Consultant Group	June 1, 2023
Architectural Plans	Flewelling & Moody	June 2, 2023
Structural Plans	CYS Structural Engineers Inc.	May 30, 2023
DSA Form 103	Scott F. Gaudineer	June 02, 2023

- The Division of the State Architect will serve as the governing jurisdiction for this project.
- No construction schedule was provided.
- UES recommends a pre-construction meeting to go over inspection requirements and procedures.
- This project is subject to prevailing wage.

DEPARTMENT OF INDUSTRIAL RELATIONS (DIR) NUMBER

We understand that the project will be subject to current prevailing wage laws. We request that your firm provide the project number issued by the Department of Industrial Relations in the space provided below:

DIR No. _____

SCOPE OF SPECIAL INSPECTION AND MATERIAL TESTING SERVICES

The following inspections and testing will be provided by an inspector(s)/technician(s) certified by the American Concrete Institute (ACI), International Code Council (ICC), and/or the American Welding Society (AWS) and in accordance with the requirements of Chapter 17 of the applicable California Building Code, Governing Agency Technical Guidelines, and project plans and specifications.

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Per DSA Form 103, Special inspections anticipated are Soils, Cast-in-Place Concrete, Structural Steel, Cold-Formed Steel, and aluminum used for Structural Purposes, welding (Shop and Field), and Non-Destructive Testing. The following is a description of the anticipated services.

Geotechnical Engineer of Record

A UES Geotechnical Engineer or his/her qualified representative will verify that the site has been prepared properly prior to placement of controlled fil and/or excavations for foundations, foundation excavations are extended to proper depth and have reached proper material, and that materials below footings are adequate to achieve the design bearing capacity.

The Geotechnical Engineer will perform inspection and submit a comprehensive report documenting final soil improvements constructed, construction observation and the results of the confirmation testing and analysis to California Geological Survey (CGS) for final acceptance.

Soil Compaction and Fill

A UES inspector will provide continuous inspection in order to verify use of proper materials, densities, and to inspect lift thickness, placement, and compaction during placement of fill. Testing will be performed for compaction.

Cast-in-Place Concrete

A UES inspector will provide periodic inspection to verify use of required mix design, identify, sample, and test reinforcing steel. During concrete placement, the inspector will fabricate specimens for strength tests, perform slump and air content tests, and determine the temperature of the concrete. Concrete will be tested for compressive strength.

Reinforcing steel will be identified and sampled for bend and tension testing in accordance with IR 17-10.

Batch Plant Inspection

The on-site inspector will provide continuous inspection, unless waived by the design professional in responsible charge.

Prior to batching, the inspector will review and understand the applicable portions of the approved mix designs, DSA approved construction documents, post approval documents and ASTM C94. The inspector will verify and document that the batching facility holds current NRMCA or MPQP certification. For non-certified plants, the inspector will verify and document that weighing scales and concrete mixing trucks meet the requirements of ASTM C94. The inspector will verify that material storage areas are separated, clean and free of contaminants. (Aggregate storage areas and stockpiles should be free draining and equipped with water spray systems to maintain aggregates in a saturated condition. Cementitious materials shall be stored in weatherproof structures, and admixtures materials shall be protected from freezing. For non-certified plants,

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verify that scales and other measuring or metering systems (water and admixtures) appear to be in good working order, are functioning and currently calibrated. The inspector will verify that fine aggregate moisture meters appear in good working order and functioning. (non-functioning meters require aggregate sampling and moisture “burn-back” testing by the supplier).

During batching, the inspector will be physically present at the batching console during the batching sequence for each load. The inspector will verify by “back spinning” that the mixing drum does not contain large amounts of wash-out water from the previous load, The inspector will verify the correct mix is being produced and that the correct truck number is referenced by batch ticket. The inspector will verify that material scales start at and return to zero after each weighing cycle. The inspector will verify that fine aggregate moisture contents are being determined, and that batch quantities of materials are adjusted, to compensate for free moisture in the aggregates. The inspector will verify the type and amount of coarse and fine aggregate, cement, SCMs, admixtures and water to conform to the approved mix design proportions and are batched and delivered to the mixer within tolerances specified in ASTM C94. The inspector will visually inspect trucks for excess spillage that may have occurred during the loading process, and if drum revolution limits are specified in the DSA approved documents verify that revolution counters are functioning and set to zero. The inspector will record the total amount of wash down water added to each load inspected and calculate and report the maximum quantity of water permitted to be added at the project site.

The inspector will provide a batch plant inspection certificate/report for each load inspected, clearly detailing the basic load information, and permitted quantity of site-added water.

Welding

A UES inspector will verify weld filler material identification markings per AWS designation listed on the DSA approved documents and the WPS. The inspector will verify weld filler material manufacturer’s certificate of compliance. The inspector will verify WPS, welder qualifications and equipment.

Shop Welding

A UES inspector will provide continuous inspection of groove welds, multi-pass fillet welds, single pass fillet welds > 5/16 inch., plug and slot welds. The inspector will provide periodic inspection of single-pass fillet welds ≤ 5/16 inch, floor, and roof deck welds.

Field Welding

A UES inspector will provide continuous inspection for groove welds, multi-pass fillet welds, single pass fillet welds greater that 5/16 inch, plug and slot welds. The inspector will provide periodic inspection of single-pass fillet welds ≤ 5/16 inch, floor and roof deck welds, and welding of structural cold-formed steel.

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Non-Destructive Testing

A UES inspector will provide Non-Destructive Testing as required in the project plans and specifications. Testing performed will consist of Ultrasonic Examination, Magnetic Particle Examination, Liquid Penetrant Examination, and Radiographic Examination.

Project Management and Technical Engineering Services

Report Distribution: Reports will be distributed on a weekly basis. The district will receive (1) hard copy and (1) electronic copy.

Non-Compliance: The on-site inspector will notify the contractor immediately on-site of any work that is non-compliant. The project manager will simultaneously notify the owner. All efforts will be made to satisfy non-compliance issues on-site.

Project Management: A project manager will be assigned to review the daily activity of inspectors/technicians, monitor the budget for special inspection services, and oversee the preparation of the final report(s) if required. All field and laboratory tests will be reviewed prior to submittal.

Final Reports: Final summary report(s) will be prepared for each permit as required by the governing jurisdiction. The final report(s) will include the daily inspection reports, field tests and a summary of the laboratory tests performed and documentation of corrective action in response to non-compliant reports. Final reports will be reviewed by a State of California Registered Professional Civil Engineer and wet stamped and signed by the registered engineer.

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DISPATCH

UES will be providing the above scope of services on an on-call basis. These services will only be performed for projects that are scheduled through the dispatch department. Dispatch hours are from 7:00 am till 4:00 pm Monday thru Friday and should be scheduled at least 24-hours in advance of required inspection/testing. Scheduling can be done by phone at (909) 764-9077 or via email at JNieto@teamues.com. I**nspections scheduled by voice mail or through field inspectors/technicians must still be confirmed with dispatch.**

It is the client's or their representative's responsibility to schedule all required inspections/testing. If work is done or covered up without inspections/testing services being done, UES cannot be responsible for governing agency acceptance of the work. The governing agency may require special testing or removal of un-inspected/tested work.

Field Personnel for this project will be sourced from our Oxnard office located at:

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Suite J
Oxnard, CA 93030

ESTIMATED COST OF SERVICES

Our services will be billed on a time-and-materials basis starting on the jobsite. Based on the information provided, our estimated fee for inspection and testing services is approximately **$28,645.00.** The attached cost estimate is anticipated to be used as a budget for services only. It does not represent a maximum or minimum fee. Services requested but not listed herein will be billed at our standard unit rates.

Anticipated Construction Materials Testing & Inspection Services					
Project: Driffill Elementary School					
		Unit	Quantity	Unit Price	Item Total
S2: Soil Compaction and Fill					
Engineering Technician (In-place Density Testing)		Per Hour	80	$105.00	$8,400.00
Laboratory Moisture Density Relationship		Each	2	$240.00	$480.00
Atterberg Limit Determination		Each	2	$100.00	$200.00
Sieve Analysis including Percent Passing No. 200 Sieve		Each	2	$100.00	$200.00
		Sub-Total			**$9,280.00**
C1: Cast-in-Place Concrete					
ICC Reinforced Concrete Deputy		Per Hour	28	$105.00	$2,940.00
Concrete Cylinders (Cured and/or Tested in Compression)		Each	25	$35.00	$875.00
Batch Plant Inspection		Per Hour	20	$105.00	$2,100.00
Concrete Sample Pick-Up		Per Hour	5	$60.00	$300.00
ICC Concrete/Reinforcing Steel Special Inspector - (Tag and Sample Rebar)		Per Hour	4	$105.00	$420.00
Rebar Tensile and Bend Testing (#11 Bar and Smaller)		Each	3	$90.00	$270.00
		Sub-Total			**$6,905.00**
S/A: Structura Steel Testing and Inspection					
Structural Steel, Cold-Formed Steel Aluminum Used for Structural Purposes		Per Hour	20	$105.00	$420.00
Field Welding (ICC/CWI)		Per Hour	16	$105.00	$1,680.00
Shop Welding (ICC/CWI)		Per Hour	16	$105.00	$1,680.00
Non-Destructive Testing (UT & MP)		Per Hour	16	$105.00	$1,680.00
		Sub-Total			**$5,460.00**
Engineering & Technical Services					
Geotechnical Engineer		Per Hour	20	$140.00	$2,800.00
Engineer Review		Per Hour	24	$140.00	$3,360.00
Project Administrator (Compliance)		Per Hour	12	$70.00	$840.00
		Sub-Total			**$7,000.00**
Construction Materials Testing and Inspection Estimated Total					**$28,645.00**

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Estimate Development: This estimate has been developed with a historical review of projects of similar scope and size. Best estimating practices have been followed, and reasonable judgements have been made to estimate the construction schedule. UES is more than happy to revise this proposal once a construction schedule can be provided.

Assumptions

- Plans and Specifications were on hand for this estimate.
- A construction schedule was not available for this estimate.
- No overtime is scheduled.
- No weekend work is scheduled.
- No night work is scheduled.
- When possible, a multi-certified inspector will be assigned to minimize costs and trips to the jobsite.
- Rebar inspections will be performed by the IOR.

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CLOSURE

This proposal is valid for 3 months. If client does not accept this proposal or UES does not initiate services within that time period, client must give UES an opportunity to review the proposed scope of work and fee to determine whether or not modifications need to be made and/or a new proposal drafted and submitted for client's review.

We appreciate the opportunity of submitting this proposal and are available to discuss the details with you. Our Terms and Conditions are considered a part of this proposal and have been attached for your review. To authorize us to proceed with the proposed services, please indicate by initialing and signing the attached Terms and Conditions and return one executed copy of this agreement to us.

Sincerely,
Universal Engineering Sciences

Victor H. Hernandezgaytan, D.Eng., EIT
Area Manager

Jorge Nieto
Assistant Branch Manager

Tara Butler
Business Development Manager

Attachments: General Notes
Project Data Sheet
Terms and Conditions

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GENERAL NOTES

The project will be invoiced on a time and material basis based on 4 and 8 hour increments using a five-day work week.

All overtime will be billed at 1.5 times regular rate or unless double time rates apply.

Same day or show up time cancellations will be subject to a 2 hour minimum charge.

This proposal is a good faith estimate of project inspection and testing costs. Actual billing will depend on the actual construction schedule and re-testing requirements.

This quote is valid for 90 days from date on the proposal.

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Project Data Sheet			
Construction Materials Testing and Observation Services			
Project Name:			
Project Physical Address:			
Project Manager:			
Mobile No.:		**Fax No.:**	
Site Contact:			
Mobile No.:		**Fax No.:**	

Distribution of Test Reports	
Contact Name	**Email Address**

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TERMS AND CONDITIONS

1. **The Agreement**. The Agreement between the parties, which shall describe and govern Client's engagement of Consultant to provide services (Services) in connection with the project (Project) identified in the proposal (Proposal), consists of the Proposal, these terms and conditions, and any exhibits or attachments referenced in any of these documents. Together these elements constitute the entire agreement between the parties, superseding any and all prior negotiations, correspondence, or agreements, either written or oral, with respect to the subject matter of this engagement. This Agreement may only be amended or modified by mutual written agreement.

2. **Standard of Care**. The Services shall be performed in a manner consistent with the level of care and skill ordinarily exercised by members of Consultant's profession currently practicing under similar conditions and in the same locality as the Project. Data, interpretations and recommendations by Consultant will be based solely on information discovered by, or made available to, Consultant during the course of the engagement. In connection with such information, Client recognizes that subsurface conditions may vary from those observed at locations where borings, surveys, or explorations are made, and that site conditions may change over time. Consultant shall not be responsible for the use or interpretation of such information by non-parties to this Agreement. **CONSULTANT MAKES NO WARRANTIES OR GUARANTEES, EXPRESS OR IMPLIED, RELATING TO CONSULTANT'S SERVICES AND CONSULTANT DISCLAIMS ANY IMPLIED WARRANTIES OR WARRANTIES IMPOSED BY LAW, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**

3. **Site Access and Conditions**. Client shall secure all necessary site related approvals, permits, licenses, and consents necessary to commence and complete the Services and will execute any necessary site access agreement. Consultant shall not be responsible for the supervision or health and safety precautions for any parties, including Client, Client's contractors, subcontractors, or other parties present at the site. Client shall provide the location and/or arrange for the marking of private utilities and subterranean structures. Consultant shall take reasonable precautions to avoid damage or injury to subterranean structures or utilities. Consultant shall not be responsible for damage to subterranean structures or utilities that are not called to Consultant's attention, are not correctly marked, including by a utility locate service, or are incorrectly shown on the plans furnished to Consultant. Consultant will take reasonable precautions to reduce damage to the site when performing Services; however, Client accepts that invasive services such as drilling or sampling may damage or alter the site. Site restoration is not provided unless specifically included in the Services. Client shall identify a designated representative authorized to act and make decisions on a timely basis on Client's behalf with respect to the Project.

4. **Cooperation and Project Understanding**. To the extent requested by Consultant, Client will make available to Consultant all information in its possession regarding existing and proposed conditions at the site. Consultant is entitled to rely upon the accuracy and completeness of the information given by the Client. Such information shall include, but not be limited to, plot plans, topographic surveys, hydrographic data, and previous soil data, including borings, field and laboratory tests and written reports. Client shall immediately transmit to Consultant any new information concerning site condition which becomes available, and any change in plans or specifications concerning the Project to the extent such information may affect Consultant's performance of the Services. Client agrees, upon 24 hours oral or written notice, to provide a representative at the job site to supervise and coordinate the Services. Consultant shall not be liable for any inaccurate or incorrect advice, judgment or decision which is based on any inaccurate information furnished by Client, and Client shall defend and indemnify Consultant against claims, demands, or liability arising out of, or contributed to, by such inaccurate information.

5. **Sample Disposal**. Unless other arrangements are made, Consultant will dispose of all soil and rock samples remaining at the time of report completion. Further storage or transfer of samples can be arranged at Client's prior written request, subject to a reasonable charge by Consultant. Client acknowledges that contaminated drill cuttings, sample spoils, wash water, and other materials may be produced as a result of encountering hazardous materials at the site. In such event, Consultant shall properly contain, label, and store such materials on-site, and Client shall be responsible for its proper transportation and disposal. Client recognizes that the Consultant is working as a bailee and at no time assumes title to waste samples or any responsibility as generators of said waste or samples.

6. **Construction Monitoring**. If Consultant is engaged by Client to provide a site representative for the purpose of monitoring specific portions of any construction work, as set forth in the proposal, then this Section 6 shall apply. If Consultant's engagement does not include such construction monitoring, then this Section shall be null and void. In connection with construction monitoring, Consultant will report observations and professional opinions to Client. Consultant shall report to Client any observed work which, in Consultant's opinion, does not conform to plans and specifications. Consultant shall have no authority to reject or terminate the work of any agent or contractor of Client. No action, statements, or communications of Consultant, or Consultant's site representative, can be construed as modifying any agreement between Client and others. Consultant's presence on the Project site in no way guarantees the completion or quality of the performance of the work of any party retained by Client to provide construction related services and Consultant's performance of testing and observation services shall not relieve any party in any way from its responsibility for defects discovered in its work, or create a warranty or guarantee.

Neither the professional activities of Consultant, nor the presence of Consultant or its employees, representatives, or subcontractors on the Project Site, shall be construed to impose upon Consultant any responsibility for methods of work performance, superintendence, sequencing of construction, or safety conditions at the Project site. Client acknowledges that Client or its general contractor is solely responsible for job site safety, and warrants and agrees that such responsibility shall be made evident in any Project owner's agreement with the general contractor.

7. **Ownership of Documents**. All reports, boring logs, field data, field notes, laboratory test data, calculations, estimates and other documents prepared by Consultant in connection with this engagement, shall remain the property of Consultant. Files shall be maintained in general accordance with Consultant's document retention policies and procedures. Client agrees that all reports, or other material furnished to Client or his agents for which Client has not paid will be returned upon demand and will not be used by Client or others for any purpose whatsoever. The Client agrees to waive any and all claims against the Consultant and to defend, indemnify and hold the Consultant harmless from and against any and all claims, losses, liabilities and damages arising out of or resulting from the unauthorized use, reuse or alteration of the Consultant's work product.

8. **Project Changes**. In the event Client, the Project owner, or other party makes any changes in the plans and specifications, or conditions of the Project, Client agrees to hold Consultant harmless from any liability arising out of such changes, and Client assumes full responsibility unless Client has given Consultant prior notice and has received Consultant written consent for such changes.

Client's Initials _____.

TERMS AND CONDITIONS

9. **Termination**. This Agreement may be terminated for no cause by either party seven (7) days upon written notice. In the event of termination, Consultant will be paid for services performed through the date of termination, plus reasonable termination expenses, including the cost of completing analyses, records and reports necessary to document job status at the time of termination.

10. **Risk Allocation and Limitation of Liability**. **CLIENT AND CONSULTANT HAVE EVALUATED THE RISKS AND REWARDS ASSOCIATED WITH THIS PROJECT, INCLUDING CONSULTANT'S FEE RELATIVE TO THE RISKS ASSUMED, AND AGREE TO ALLOCATE CERTAIN OF THE RISKS SO, TO THE FULLEST EXTENT PERMITTED BY LAW, THE TOTAL AGGREGATE LIABILITY OF CONSULTANT (AND ITS RELATED CORPORATIONS AND EMPLOYEES) TO CLIENT AND ALL OTHER PARTIES FOR ALL SERVICES (PAST, CURRENT AND FUTURE) IN RELATION TO THE PROJECT, IS LIMITED TO THE GREATER OF $50,000 OR ITS FEE RECEIVED, FOR ANY AND ALL INJURIES, DAMAGES, CLAIMS, LOSSES, OR EXPENSES (INCLUDING ATTORNEY AND EXPERT FEES) ARISING OUT OF CONSULTANTS SERVICES OR THIS AGREEMENT REGARDLESS OF CAUSE(S) OR THE THEORY OF LIABILITY, INCLUDING NEGLIGENCE, INDEMNITY, OR OTHER RECOVERY. THIS LIMITATION SHALL NOT APPLY TO THE EXTENT THE DAMAGE IS PAID UNDER CONSULTANTS COMMERCIAL GENERAL LIABILITY POLICY. CLIENT AGREES TO INDEMNIFY AND DEFEND CONSULTANT FOR ALL LIABILITIES IN EXCESS OF THE MONETARY LIMITS ESTABLISHED ABOVE. CLIENT AGREES THAT IN NO INSTANCE SHALL CONSULTANT BE RESPONSIBLE, IN TOTAL OR IN PART, FOR THE ERRORS OR OMISSIONS OF ANY OTHER PROFESSIONAL, CONTRACTOR, SUBCONTRACTOR OR ANY OTHER PARTY.**

CLIENT ALSO AGREES THAT CONSULTANT SHALL NOT BE RESPONSIBLE FOR THE MEANS, METHODS, PROCEDURES PERFORMANCE OR SAFETY OF THE CONSTRUCTION CONTRACTORS OR SUBCONTRACTORS, OR FOR THEIR ERRORS OR OMISSIONS.

11. **Discovery of Unanticipated Hazardous Materials**. Client warrants that it has made reasonable efforts to inform Consultant of known or suspected hazardous materials on or near the Project site. The parties acknowledge that hazardous materials may exist at a site where there is no reason to believe they are present. Consultant and Client agree that the discovery of such unanticipated hazardous materials constitutes a changed condition which shall require either a re-negotiation of the scope of Consultant's Services or termination of such Services or this Agreement. Client recognizes that the discovery of hazardous materials may necessitate immediate protective measures to safeguard the public health and safety and agrees to compensate Consultant for measures that in Consultant's professional opinion are justified to preserve and protect the health and safety of site personnel and the public. Client also agrees to compensate Consultant for any equipment decontamination or other costs incident to the discovery of unanticipated hazardous materials. Consultant agrees to notify Client as soon as practicable should Consultant encounter hazardous materials at the site that may pose a threat to human health, safety and the environment. Client agrees that in the event of the discovery of hazardous materials at the site it will report such discovery to the proper authorities as required by Federal, State, and local regulations. Client agrees to make the required report at the recommendation of Consultant, or, if unable to do so, authorizes Consultant to make such report. Client also agrees to inform the Project site owner in the event that hazardous materials are encountered at the site.

NOTWITHSTANDING ANY OTHER PROVISION OF THE AGREEMENT, CLIENT WAIVES ANY CLAIM AGAINST CONSULTANT, AND TO THE MAXIMUM EXTENT PERMITTED BY LAW, AGREES TO DEFEND, INDEMNIFY, AND SAVE CONSULTANT HARMLESS FROM ANY CLAIM, LIABILITY AND/OR DEFENSE COSTS FOR INJURY OR LOSS ARISING FROM THE PRESENCE OF HAZARDOUS MATERIALS ON THE PROJECT SITE, INCLUDING ANY COSTS CREATED BY DELAY OF THE PROJECT AND ANY COSTS ASSOCIATED WITH POSSIBLE REDUCTION OF THE PROPERTY'S VALUE. CLIENT IS RESPONSIBLE FOR ULTIMATE DISPOSAL OF ANY SAMPLES SECURED BY CONSULTANT WHICH ARE FOUND TO BE CONTAMINATED.

12. **Aquifer Contamination**. Client acknowledges that it is impossible for Consultant to know the exact composition of a site's subsurface, even after conducting a comprehensive exploratory program. As a result, there is a risk that drilling and sampling may result in contamination of certain subsurface areas. Although Consultant will take reasonable precautions to avoid such an occurrence, Client waives any claim against, and agrees to defend, indemnify and save Consultant harmless from any claim or liability for injury or loss which may arise as a result of subsurface contamination caused by drilling, sampling, or monitoring well installation. Client also agrees to adequately compensate Consultant for any time spent and expenses incurred in defense of any such claim.

13. **Insurance.** Consultant represents that it now carries, and will continue to carry: (i) workers' compensation insurance in accordance with the laws of the state having jurisdiction over Consultant's employees who are engaged in the Services, and employer's liability insurance; (ii) commercial general liability insurance; (iii) automobile liability insurance policies; and (iv) professional liability insurance. Certificates of insurance will be provided upon request. Client and Consultant shall waive subrogation against the other party on all general liability and property coverage. No insurance, carried by Consultant, shall be deemed to limit in any way the responsibility of any contractor or subcontractor for damages resulting from their services in connection with the Project. Client shall require any contractor working on the Project site to (1) obtain Commercial General Liability Insurance and name Client, Consultant, and Consultant's employees and subconsultants as additional insureds of that policy; and (2) indemnify and hold harmless Client, Consultant, and Consultant's employees and subconsultants from and against any and all claims, damages, losses, and expenses ("Claims"), including but not limited to reasonable attorneys' fees and economic or consequential damages, arising in whole or in part out of any negligent act or omission of the Contractor, any subcontractor, or anyone directly or indirectly employed by any of them.

14. **Indemnity**. Client agrees to hold harmless, indemnify and defend Consultant, and its affiliates and subcontractors, and each of their employees, officers, directors and agents, against all claims, suits, fines and penalties, including attorney's fees and other costs of settlement and defense, where such liabilities arise out of or are related to this Agreement or the Services, except to the extent that they are caused by Consultant's sole negligent or willful misconduct.

15. **Non-Compete and Non-Solicitation**. Client agrees and acknowledges that NOVA's employees maintain specialized knowledge and relationships that are valuable to NOVA's business **operations** and that NOVA is entitled to protect its business interests accordingly. As such, Client understands and agrees that it is strictly prohibited from using its unique position and access to NOVA employees, including the information provided by NOVA under this Agreement, to the detriment of NOVA.

Without limiting any other provisions herein, during the term of this Agreement and for a period of twelve (12) months after the termination of this Agreement (for any reason), Client shall not, either directly or indirectly, individually or as an employee, shareholder, agent, independent contractor, partner, officer or

Client's Initials _____.

TERMS AND CONDITIONS

director of any entity: (i) solicit or seek to solicit, hire away, or otherwise interfere with the employment of any of NOVA's employees that worked on the Project or any former employee of NOVA that worked on the Project whose employment with NOVA terminated less than 180 days prior to said solicitation, hiring or interference; (ii) enter into, or attempt to enter into, any relationship with NOVA's employees that are assigned to or worked on the Project; or (iii) dissuade or attempt to dissuade any of NOVA's employees from continuing their relationship with NOVA.

a. Client acknowledges that: (i) the terms contained in this Section are necessary for the reasonable and proper protection of NOVA's business interests; (ii) each and every covenant and restriction contained in this Section is reasonable in respect of such matter; and (iii) NOVA has been induced to enter into this Agreement in part due to Client's representations that it shall abide by and be bound by each of the aforesaid covenants and restrictions.

b. If any court or tribunal of competent jurisdiction determines that the duration or any other aspect of the provisions of this Section is unenforceable in accordance with its terms in a particular jurisdiction, the provisions of this Section, as the case may be, shall not terminate, but shall be deemed amended to the minimum extent necessary to render them valid and enforceable in such jurisdiction and such court or tribunal is hereby authorized and directed to amend this Section to the least extent necessary to make such Section valid and enforceable in said jurisdiction to the maximum extent permitted by law.

c. It is acknowledged that the Client's failure to abide by the terms and conditions of this Section will cause NOVA to incur substantial economic damages and losses of types and in amounts which are impossible to compute and ascertain with certainty as a basis for recovery by NOVA of actual damages, and that liquidated damages represent a fair, reasonable and appropriate estimate thereof. Accordingly, in lieu of actual damages for such breach, the Client agrees that liquidated damages may be assessed and recovered by NOVA against Client, without NOVA being required to present any evidence of the amount or character of actual damages sustained by reason thereof; therefore Client shall be liable to NOVA for payment of liquidated damages in the amount of Twenty Five Thousand Dollars ($25,000.00) for each violation of this Section. Such liquidated damages are intended to represent estimated actual damages and are not intended as a penalty, and Client shall pay them to NOVA without limiting NOVA's right to terminate this Agreement for default as provided elsewhere herein. Client further agrees that the foregoing damages would be an insufficient remedy for NOVA in the event it violates the provisions of this Section, and that NOVA shall be entitled to, among seeking the remedies set forth in this Section, seek injunctive relief (without the necessity of a bond).

d. The terms of this Section shall survive the termination of this Agreement (for any reason).

16. Consequential Damages. Neither party shall be liable to the other for loss of profits or revenue; loss of use or opportunity; loss of good will; cost of substitute facilities, goods, or services; cost of capital; or for any special, consequential, indirect, punitive, or exemplary damages.

17. Resolution of Disputes. Client shall not be entitled to assert a Claim against Consultant based on any theory of professional negligence unless and until Client has obtained the written opinion from a registered, independent, and reputable engineer, or geologist that Consultant has violated the standard of care applicable to Consultant's performance of the Services. Client shall provide this opinion to Consultant and the parties shall endeavor to resolve the dispute within 30 days. After which all claims, disputes, controversies or matters in question arising out of, or relating to, this Agreement or any breach thereof, including but not limited to disputes arising out of alleged design defects, breaches of contract, errors, omissions, or acts of professional negligence, (collectively "Disputes") shall be submitted to non-binding mediation before and as a condition precedent to pursuing any other remedy. Upon written request by either party to this Agreement for mediation of any dispute, Client and Consultant shall select a neutral mediator by mutual agreement. If a dispute cannot be settled through mediation as set forth above, then such dispute, involving amounts less than $100,000, shall be decided by binding arbitration in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association then in effect, or any other appropriate rules upon which the parties may agree following termination of mediation. The date of termination of mediation shall be the date of written notice of closing mediation proceedings issued by the mediator to each of the parties. The award rendered, if any, by the arbitration shall be final and binding on both parties and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction. For Disputes, involving amounts greater than $100,000 that are unable to be resolved through non-binding mediation, the parties shall proceed with litigation in a court of competent jurisdiction.

Notwithstanding any other provisions of this Section, in no event shall a demand for mediation be made more than two (2) years from the date the party making demand knew or should have known of the dispute or five (5) years from the date of substantial completion of Consultant's Services, whichever date shall occur earlier. All mediation or arbitration shall take place in the principal State and County of the Project, unless Client and Consultant agree otherwise. The fees of the mediator or arbitrator(s) and the costs of transcription and other costs incurred by the mediator or arbitrator(s) shall be apportioned equally between the parties.

18. Assigns. Neither Client nor Consultant may delegate, assign, sublet or transfer his duties or interest in this Agreement without the written consent of the other party. This Agreement shall inure only to the benefit of the parties hereto, and no third party shall have any rights hereunder. Each party binds itself, its partners, successors, executors, administrators and assigns.

Client's Initials _____.

TERMS AND CONDITIONS

19. Governing Law and Survival. The validity of this Agreement, these terms, their interpretation and performance shall be governed by the laws of the State in which the Project is located. If any of the provisions contained in this agreement are held illegal, invalid, or unenforceable, the enforceability of the remaining provisions will not be impaired. Limitations of liability and indemnities shall survive the termination of this agreement for any cause.

20. Billing and Payment. Client shall pay Consultant the lump sum amount indicated in the Proposal, or, if no lump sum amount is indicated, in accordance with the schedule of fees or charges as shown in the Proposal or fee schedule. Backup data on billing will not be available unless prior arrangements have been made. Prior to initiation of the Services, Client is required to remit any retainer specified in the Proposal. Thereafter, Consultant will submit to Client invoices for the balance due. If Client objects to all or any portion of any invoice, Client will so notify Consultant in writing within fourteen (14) calendar days of the invoice date, identify the cause of disagreement, and immediately pay that portion of the invoice not in dispute. In the absence of written notification described above, the balance as stated on the invoice shall be deemed accepted. Consultant's payment terms are net 30 days. If Client fails to pay Consultant within thirty (30) days after invoices are rendered, the Client agrees that Consultant shall have the right to consider such default in payment a material breach of the entire Agreement, and upon written notice, the duties, obligations and responsibilities of Consultant under this Agreement may be suspended or terminated. Consultant shall have no liability to Client for delay or damage resulting from such suspension or termination. In the event of such suspension or termination, Client shall pay an additional charge of one and one-half (1.5) percent per month (or the maximum percentage allowed by law, whichever is lower) on any delinquent amount. Payment thereafter will first be applied to accrued interest and then to the principal unpaid amount. Consultant shall be entitled to recover for all staff time spent and expenses incurred (including any attorney's fees) in connection with collection of any delinquent amount.

If Client or Consultant should become bankrupt or make an assignment for the benefit of creditors, Consultant, or trustee in bankruptcy, shall be paid the reasonable value of all work theretofore performed, and the obligation of all parties under the Agreement shall thereupon terminate. In determining reasonable value under this paragraph, the Agreement price shall be deemed reasonable.

21. Disclaimer: Any reports and other information supplied to Client pursuant to this Agreement has been prepared solely for the benefit of the Project, as named in the Proposal. Consultant consents to Client's release of any and all reports and/or information to third parties at its discretion. However, any use of or reliance upon this information by a party other than the Client shall be solely at the risk of such third party and Client, without legal recourse against Consultant or its respective employees, officers or directors, regardless of whether the action in which recovery of damages is sought is based upon contract, tort (including the sole, concurrent or other negligence and strict liability of Consultant), statute or otherwise. Any reports and/or other information shall not be used nor relied upon by a party which does not agree to be bound by the above statement.

Additionally, this information was gathered by Consultant subject to the budgetary, time and other constraints of the Client during a limited investigation of the site. All statements and conclusions contained in any report and/or other information supplied are necessarily limited to the particular portions of the site actually investigated by Consultant.

22. Services. Consultant provides its services on a professional fee basis. Should Consultant be required to provide services on a craft or prevailing wage basis, or should professional services taxes be applied to Consultant services that are not in force at the time of execution of this Agreement, renegotiation of fees or costs in an equitable manner will be required.

23. Corporate Protection. It is intended by the parties to this Agreement that the Consultant's services in connection with the project shall not subject the Consultant's individual employees, officers or directors to any personal legal exposure for the risks associated with this project. Therefore, and notwithstanding anything to the contrary contained herein, the Client agrees that as the Client's sole and exclusive remedy, any claim, demand or suit shall be directed and/or asserted only against the Consultant, a California corporation, and not against any of the Consultant's employees, officers or directors

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CLIENT APPROVAL

Consultant offers to the CLIENT the Proposal as described above. CLIENT may accept Consultant's offer by signing in the space provided below and returning a signed copy to Consultant. Such notification may be given by fax or by returning the original proposal. In the event the CLIENT authorizes work without returning a signed copy, the CLIENT agrees to be bound by the terms and conditions as stated herein. The proposal described above has been read, understood and accepted by CLIENT effective as of the date that the executed proposal is returned to Consultant.

EXECUTED BY CLIENT'S AUTHORIZED REPRESENTATIVE: _____

Printed Name: _____

Title: _____

Date Accepted: _____

CLIENT Business Name: _____

Billing Address: _____

Telephone: _____ E-mail: _____

Client's Initials _____.

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Facilities Agreement

Approval of Agreement #23-100 for Inspector of Record (IOR) Services with Kenco Construction Services, Inc., for the New ECDC Facilities at Driffill (Mitchell/Miller/CFW)

The Board of Trustees approved the Enhanced Master Construct Program (Program) that focuses on increasing the number of K-8 school facilities and replacing older schools, portable classroom, and support facilities with permanent K-5 & K-8 schools; all with the 21st Century Leaning Environments that meet adopted Board specifications and program requirements.

As part of the Program, the District applied for State grant funds to construct new classrooms at Driffill school establish an ECDC facility. On October 26, 2022, the State Allocation Board approved an apportionment of $7 million from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program for the proposed project and established an overall project budget of approximately $10 million with the balance of the funds provided by the District's available capital funds. The District has since completed the necessary design work associated with the project and submitted construction documents to the Division of State Architect (DSA) for review and approval. With DSA approval pending and the anticipated commencement of construction, the District directed CFW to proceed with the procurement of professional consultants for the construction phase of the project.

Pursuant to District direction, and as required by the grant, CFW requested proposals from professional consultant firms that provide Inspector of Record Services and received an acceptable proposal from Kenco Construction Services, Inc.

The attached Agreement for Consultant Services and the Proposal describes the scope of services requested from Kenco Construction Services, Inc., and calls for the performance of Inspection services to ensure that the work performed in the field is in accordance with DSA approved design documents through the monitoring of construction activities and closeout of the Project. The service will confirm that construction activities were performed satisfactorily in accordance with the approved design. The Proposal and the subsequent scope of services it provides will enable the District to align the project with the goals set forth within Enhanced Master Construct Program.

FISCAL IMPACT:
The proposed scope of work for the Inspector of Record Services will be completed for a lump sum fixed fee of: One Hundred Fifty-Eight Thousand Seven Hundred Sixty Dollars and No Cents ($158,760.00) based on an estimated nine-month construction schedule with the contract to be paid from a combination of funds from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program and capital fund balances.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in conjunction with CFW, that the Board of Trustees approve Agreement #23-100 with Kenco Construction Services, Inc. for the new ECDC facilities at Driffill.

ADDITIONAL MATERIALS:

Attached: Agreement #23-100, Kenco Construction Services Inc. (19 Pages)
Proposal (2 Pages)

Agreement #23-100

OXNARD SCHOOL DISTRICT
AGREEMENT FOR CONSULTANT SERVICES
INSPECTOR OF RECORD SERVICES TO BE PROVIDED FOR
DRIFFILL ELEMENTARY SCHOOL ECDC TRANSITIONAL
KINDERGARTEN CONSTRUCTION PROJECT

This Agreement for Consultant Services ("Agreement") is entered into as of this **23rd** day of **August 2023**, by and between the **Oxnard School District** ("District"), with offices located at 1051 South "A" Street, Oxnard, California 93030, and **Kenco Construction Services, Inc.** ("Consultant"), with a business address located at 4664 Romola Ave., La Verne, California, 91750. District and Consultant are sometimes hereinafter individually referred to as "Party" and hereinafter collectively referred to as "Parties".

RECITALS

A. District is authorized by California Government Code section 53060 and District's 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 Proposal ("Proposal"), the performance of certain services, with the precise scope of work to be specified at the time of assignment of the work.

B. Following submission of a Proposal for the performance of services, Consultant was selected by District to perform services on behalf of the District at the District's sole discretion.

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

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

OPERATIVE PROVISIONS

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. **Scope of Services.** The Scope of Services to be assigned to Consultant pursuant to issuance of a Purchase Order, is further defined in **Exhibit "D"** – **Scope of Services**, wherein the general responsibilities of Consultant are described pursuant to the discipline(s) for which the Consultant has been deemed qualified by District as described in this Agreement.

3. **Term of Agreement.** Subject to earlier termination as provided for below, this Agreement shall remain in effect from August 24, 2023 through August 23, 2024 (the "Term"). This Agreement is a single service Agreement specific to requested services to be performed for the **Driffill Elementary School ECDC New Transitional Kindergarten Facilities Project, 910 South E Street, Oxnard, CA 93030** ("Project"), as described in **Kenco Construction Services, Inc's Proposal dated May 26, 2023.**

4. **Time for Performance.** The scope of Services set forth in **Exhibit "D"** shall be completed during the Term referenced under item Section 3 above. If Services indicated in **Exhibit "D"** cannot be completed within the schedule set forth under Section 3 above, it is the responsibility of the Consultant to notify District no later than ten (10) days prior to the completion date for the Services, with a request for a time extension clearly identifying the cause(s) for the failure to complete the Services within the schedule and/or the Term. For this Agreement, the completion date for Services is March 30, 2024. Should Consultant fail to provide such notice, and/or the Services not be completed pursuant to that schedule or within the Term, Consultant shall be deemed to be in default as provided below. 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.

5. **Additional Services.** Additional Services are services in addition to the Services set forth in this Agreement that are provided by Consultant pursuant to a written request by the District. Additional Services will require a written request or pre-authorization in writing by District, subject to specific approval processes of such services, to the extent required by District and which may be further determined at the time District receives a proposed cost for the requested Additional Services from the District Board of Trustees. Any modification of the compensation to be paid to Consultant as a result of Additional Services must be specifically approved in writing by the District Board of Trustees. In the event that the District Board of Trustees approves in writing a modification of the compensation, then Consultant shall be paid for such Additional Services pursuant to Section 8, below. However, it is understood and agreed that if the cause of the Additional Services is the sole or partial responsibility of Consultant, its agents, or any subconsultants or other parties under the charge of Consultant, no additional compensation shall be paid to Consultant. If such conditions exist so as to justify Additional Services as indicated above, which require additional compensation or time in order to be performed, it is the sole responsibility of Consultant to submit a request for Additional Services within ten (10) days of Consultant's discovery of such conditions which require Additional Services. It is understood and agreed that if Consultant performs any services that it claims are Additional Services without receiving prior written approval from the District Board of Trustees, Consultant shall not be paid for such claimed Additional Services.

6. **Compensation and Method of Payment.** In exchange for Consultant's services, District shall pay an amount to Consultant not to exceed the amount set forth in **Exhibit "A" – Compensation & Rate/Fee Schedule**, attached hereto and incorporated by reference herein. This Agreement is to be invoiced to the District in the form of Progress Payments. 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. If any expenses stated within Consultant's invoice are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

   a. 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.

7. **Responsibilities of Consultant:**

   a) Consultant shall perform all Services as indicated in this Agreement to the Satisfaction of District.

   b) The specific Services of Consultant to be performed shall be indicated in **Exhibit "D"**, attached to this Agreement.

c) Consultant hereby represents and warrants that (a) it is an experienced consultant in the discipline(s) identified in **Exhibit "D,"** having the skill, legal and professional ability, and flexibility necessary to perform all of the Services required under this Agreement; (b) it has the capabilities and resources necessary to perform its obligations hereunder; (c) it is familiar with all current laws, rules, regulations and other restrictions which are and may become applicable to the Scope of Services under this agreement, including but not limited to all local ordinances, building codes, and requirements from all Authorities Having Jurisdiction ("AHJ") including, but not limited to, the Division of the State Architect ("DSA"), the Office of Public School Construction ("OPSC"), the State Facilities Planning Division ("SFPD"), California Department of Education ("CDE"), the California Department of General Services ("DGS"), the Department of Toxic Substance Control ("DTSC"), the California Environmental Quality Act ("CEQA"), Title 24 of the California Code of Regulations, the California Education Code, State and Local Fire Authorities, air quality districts, water quality and control boards, and any/all other AHJ; (d) it will assume all responsibility for all Services performed and all work prepared and furnished to District by its employees, agents, and subconsultants; (e) it has sufficient financial strength and resources to undertake and complete the Services provided for under this Agreement within the schedule and/or Term set forth in this Agreement; and (f) it certifies and covenants that all reports, certifications, studies, analyses, and other documents prepared by Consultant shall be prepared in accordance with all applicable laws, rules, regulations, and other requirements in effect at the time of their preparation, or required at their time of submittal to District and/or any applicable agencies.

d) Consultant shall follow accepted industry standards and practices and comply with all federal, state and local laws and ordinances applicable to the Services required by this Agreement.

8. Responsibilities of District.

a) District will prepare and furnish to Consultant upon Consultant's request, such information as is reasonably necessary to the performance of the Services required under this Agreement. Consultant understands that all information provided to Consultant remains the property of District and shall only be removed from District's possession/premises and/or be photocopied, reproduced, distributed, or otherwise made available to others if such activities are expressly approved in writing by District and/or the District's Program Manager, Caldwell Flores Winters, Inc. ("Program Manager"). Failure to comply with the above requirements shall be reasonable cause for termination of this Agreement, and may subject Consultant to liability for damages to District.

b) If requested by Consultant, District shall provide information as to the requirements and educational program for each project assigned by Agreement, including approved budget and schedule limitations.

c) District shall facilitate and coordinate cooperation amongst and between District consultants, including but not limited to architects, construction managers, surveyors, geotechnical engineers, inspectors, testing laboratories, hazardous materials specialists, CEQA/DTSC compliance specialists, technology experts, and any other professional consultants District deems necessary to execute the Facilities Implementation Program. Such coordination shall include the distribution of documentation prepared by individual consultants which may be of service to Consultant in the course of completing the Services.

d) District shall, at its sole discretion, provide for the timely approval and execution of the Agreement, Additional Services requests, invoices, and any other documentation that requires District action in order for Consultant to complete the Services.

9. **Suspension.** District may, for any reason or no reason, in District's sole discretion, suspend all or a portion of this Agreement, or the Services by giving ten (10) calendar days written notice of suspension to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress. If District suspends the Services for a period of ninety (90) consecutive calendar days or more and, in addition, if such suspension is not caused by Consultant or the acts or omissions of Consultant, then if the Services are resumed, Consultant's compensation shall be subject to adjustment to provide for actual direct costs and expenses incurred by Consultant as a direct result of the suspension and resumption by District of the Services.

10. **Termination.** This Agreement and/or all or part of the Services contained herein may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

    a) District may terminate all or a portion of this Agreement, or the Services, without cause, at any time by giving ten (10) calendar days' written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or

    b) District may terminate all or a portion of this Agreement, or the Services, for cause, in the event of a Default by giving written notice pursuant to Section 13 below; or

    c) Consultant may terminate this Agreement at any time upon thirty (30) calendar days' written notice to the District, if District fails to make any undisputed payment to Consultant when due and where such failure remains uncured for forty-five (45) calendar days after Consultant's written notice to District.

11. **Similar or Identical Services.** In the event this Agreement, or any of the Services, are terminated in whole or in part as provided herein, District may procure, upon such terms and in such manner as District may determine appropriate, services similar or identical to those terminated to complete any unfinished Services or new services as needed by District, and upon such terms and in such manner as District may determine appropriate.

12. **Inspection and Final Acceptance.** District's acceptance of any work or Services, whether specifically in writing or by virtue of payment, shall not constitute a waiver of any of the provisions within this Agreement, unless otherwise expressly stated.

13. **Default**.

    a) Failure of Consultant to perform any Services or comply with any provisions of this Agreement constitutes a Default. District may terminate all or any portion of this Agreement, or the Services, for cause, in the event of a Default. The termination shall be effective if (i) Consultant fails to cure such Default within thirty (30) calendar days following issuance of written notice thereof by District; and/or (ii) if the cure by its nature takes longer, and thereby the Consultant fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and fails to diligently prosecute such cure to the satisfaction of District. If Consultant has not cured the Default, District may withhold all invoices and may choose to proceed with payment on said invoices only after the Default is cured to District's satisfaction. In the alternative, District may, in its sole discretion, during the period before Consultant has cured the Default, elect to pay any portion of outstanding invoices that corresponds to Services satisfactorily rendered. Any failure on the part of District to give notice of Consultant's default shall not be deemed to result in a waiver of District's rights at law and in equity, nor a waiver of any rights arising out of any provision of this Agreement.

    b) In addition to District's termination rights set forth above, District shall have (i) the right to cure Consultant's Default at Consultant's cost, in which case all amounts expended by District in connection with such cure shall accrue interest from the date incurred until repaid to District by Consultant at the rate

of ten percent (10%) per annum; and (ii) all other rights and remedies available to District at law and in equity, including, without limitation, an action for damages. District shall have the right to retain unpaid earned balances to offset damages, and/or charge Consultant for all damages above and beyond unpaid balance of Agreement.

14. **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 Consultant. Upon completion, expiration, or termination of this Agreement, Consultant shall turn over to District all such Documents.

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

16. **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 four (4) years after termination or expiration of this Agreement, or longer if required by law. Such records shall include, at minimum, a detailed record of daily performance, staff time records, subconsultants' time records, documentation of all costs incurred by Consultant that were billed to District, and detailed records of all Consultant fees, overhead, and profit on earned amounts.

    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 four (4) 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 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.

17. **Independent Contractor**. Consultant is retained as an independent contractor and is not employed by District. No employee or agent of Consultant shall become, or be considered to be, an employee of District for any purpose. It is agreed that District is interested only in the results obtained from the Services under this Agreement and that Consultant shall perform as an independent contractor with sole control of the manner and means of performing the Services required under this Agreement. Consultant shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Consultant, and which shall not be subject to control or supervision by District except as to results of the Services. Consultant shall provide all of its own supplies, equipment, facilities, materials, manpower, and any/all other resources that may become necessary in the course of completing the Services. It is expressly understood and agreed that Consultant and its employees shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits. Consultant will be responsible for payment of all

of 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 payments under this Agreement.

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 officers, agents, and 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.

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.

18. Standard of Performance. Consultant represents and warrants that it has the skill, qualifications, experience and facilities necessary to properly perform the Services required under this Agreement in a thorough, competent and professional manner. Consultant represents and warrants that its employees and subcontractors have all legally required licenses, permits, qualifications and approvals necessary to perform the Services and that all such licenses and approvals shall be maintained throughout the term of this Agreement. 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, the standard of care utilized by persons engaged in providing services similar to those required of Consultant under this Agreement for California school districts in or around the same geographic area of District (the "Standard of Performance").

19. 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 ("Confidential Information"). Consultant shall not release or disclose any such Confidential Information, Documents, or work product to persons or entities other than District without prior written authorization from the Superintendent of District and/or Program Manager, except as may be required by law. Confidential Information does not include information that: (i) Consultant had in its possession prior to considering entering into this Agreement; (ii) becomes public knowledge through no fault of Consultant; (iii) Consultant lawfully acquires from a third party not under an obligation of confidentiality to the disclosing party; or (iv) is independently developed by Consultant without benefit of the information provided by District. In connection with Confidential Information:

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 Services 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.

20. Conflict 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 the 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 District. 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.

a) Bylaws of the Board 9270 & 9270-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 (i) represents that it has received and reviewed a copy of the Bylaws of the Board 9270 & 9270-E and that it [] does [X] does not qualify as a "designated employee"; and (ii) agrees to notify District, in writing, if Consultant believes that it is a "designate employee" and should be filing financial interest disclosures, but has not been previously required to do so by District.

_____ (Initials)

21. 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 Board members, officers, officials, employees, agents, or volunteers 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, unless exempted, shall comply with the requirements of Education Code section 45125.1 with respect to fingerprinting of employees who may have contact with District's pupils. Consultant must complete District's certification form, attached herein as **Exhibit "C,"** prior to any of Consultant's employees coming into contact with any of District's pupils. Consultant also agrees to comply with all other operational requirements of District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

22. 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.

23. Non-Discrimination. Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 42 U.S.C. 2000e 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, sexual orientation, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

24. Disabled Veteran Business Enterprise Participation. Pursuant to Education Code section 17076.11, District has a participation goal for disabled veteran business enterprises ("DVBEs") of at least three (3) percent, per year, of funds expended each year by District on projects that use funds allocated by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act. Unless waived in writing by District, Consultant shall provide proof of DVBE compliance, in accordance with any applicable policies of District or the State Allocation Board, within thirty (30) days of its execution of this Agreement

25. 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, Services or obligations under this Agreement without the prior written consent of District and approval by District's Board of Trustees. 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.

26. 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 District. Consultant shall be as fully responsible to District for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by Consultant's subcontractors, as if the acts and omissions were performed by Consultant directly. Any and all subcontractors utilized by Consultant under this Agreement and/or for the Project must maintain any required licenses or certifications.

27. District Administrator. Lisa Franz shall be in charge of administering this Agreement on behalf of District (the "Administrator"), provided that any written notice or any consent, waiver or approval of District must be signed by the Superintendent or a designated employee of District to be valid. The Administrator has completed **Exhibit D** "Conflict of Interest Check" attached hereto.

28. Continuity of Personnel. Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant's staff and subcontractors consistent with the staff proposed as part of the Statement of Qualifications, if any, assigned to perform Services under this Agreement.

a) Consultant shall provide District and the Administrator a list of all personnel and subcontractors providing Services and shall maintain said list current and up to date at all times during the Term. The list 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; (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.

29. Indemnification.

a) For all liability either found by a court of competent jurisdiction, or as agreed to by the Parties, other than that liability arising out of the professional services of Consultant as described in **Exhibit "D,"** Consultant agrees to indemnify, defend and hold harmless District and its Board members, officers, officials, employees, and agents ("Indemnified Parties"), from and against any and all claims, actions, losses, damages, judgments, and/or liabilities arising out of this Agreement from any cause whatsoever, including the acts of any person or entity under the control of the Consultant and for any costs or expenses (including but not limited to attorneys' fees) incurred by District on account of any claim, except where such indemnification is prohibited by law. Consultant's indemnification obligation applies to District's active as well as passive negligence but does not apply to District's sole negligence or willful misconduct.

b) For liability arising out of the performance of its professional services under this Agreement, Consultant agrees to indemnify, defend, and hold harmless District and its Indemnified Parties, from and against any and all claims, actions, losses, damages, judgments, and/or liabilities, to the extent arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of Consultant. In no event shall such cost to defend that is charged to the Consultant exceed Consultant's proportionate percentage of fault. Consultant's indemnification obligation does not apply to District's sole negligence or willful misconduct.

c) Consultant agrees to obtain executed indemnity agreements with provisions identical to the above from each and every subcontractor or sub-consultant retained or employed by Consultant in the performance of this Agreement. 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. Consultant's obligation to indemnify and defend District as set forth above is binding on the successors, assigns or heirs of

Consultant and shall survive the termination of this Agreement.

_____(Initials)

30. 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 "B"** 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. Any Consultant subcontractors and/or sub-consultants must maintain the necessary insurance coverages as provided for in this Agreement, including but not limited to **Exhibit "B."**

31. 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: Dr. Ana DeGenna, Interim Superintendent
Re: Driffill ECDC Project

With electronic copy to:
Caldwell Flores Winters, Inc.
Oxnard School District Sr. Program Manager
815 Colorado Boulevard, Suite 201
Los Angeles, CA 90041
Attention: Michael Brewer
Telephone: (626) 829-8323
Email: mbrewer@cfwinc.com

To Consultant:
Kenco Construction Services, Inc.
4664 Romola Ave.
La Vern, CA 91750
Attention: Kenneth Hinge, President
Telephone(714) 981-2752
Email: kenhinge@kenco-inc.com

All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when delivered in any of the following ways: (i) on the date delivered, if delivered personally; (ii) on the date sent, if sent by facsimile transmission and confirmation of transmission is received; (iii) on the date it is accepted or rejected, if sent by certified mail; and (iv) the date it is received, if sent by regular United States mail.

32. Disputes. Except in the event of the District's failure to make an undisputed payment due the Consultant, notwithstanding any disputes between the District and Consultant hereunder, the Consultant shall continue to provide and perform the Services and authorized Additional Services pending a subsequent resolution of such disputes. Any and all disputes under this Agreement between the District and Consultant shall be submitted for resolution for non-binding mediation. If such disputes cannot be resolved through mediation, all remaining disputes shall be resolved by binding arbitration conducted under the auspices of AAA and the AAA Construction Industry Arbitration Rules. The foregoing notwithstanding, as an express condition to the Consultant's commencement of arbitration proceedings hereunder, the Consultant shall comply with all

applicable requirements of Government Code section 900, *et seq*.

33. Excusable Delays. Neither Party will be liable to the other for unanticipated delays or failures in performance resulting from causes beyond the reasonable control of that Party, including, but not limited to, acts of God, labor disputes or disturbances, material shortages or rationing, riots, acts of war, governmental regulations, communications or utility failures, or casualties; provided that the delayed Party: (i) gives the other Party prompt written notice of such cause; and (ii) uses reasonable efforts to correct such failure or delay in its performance. The delayed Party's time for performance or cure under this section will be extended for a period equal to the duration of the cause or sixty (60) days, whichever is less.

34. Entire Agreement; Binding Effect. This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. Consultant shall be entitled to no other benefits other than those specified herein. Consultant specifically acknowledges that in entering into this Agreement, Consultant relied solely upon the provisions contained in this Agreement and no others. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.

35. Amendment. No changes, amendments, alterations, or modifications of this Agreement shall be valid, effective or binding unless made in writing and signed by both Parties and approved by the District's Board of Trustees. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.

36. Waiver. Waiver by any Party 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. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specifically specified in writing. Neither District's review, approval of, nor payment for, any of the Services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and Consultant shall remain liable to District in accordance with this Agreement for all damages to District caused by Consultant's failure to perform any of the Services to the Standard of Performance. This provision shall survive the termination of this Agreement.

37. Governing Law. This Agreement shall be interpreted, construed and governed according to the laws of the State of California. With respect to litigation involving this Agreement, or the Services, venue in state trial courts shall lie exclusively in the County of San Bernardino, California.

38. 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).

39. 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.

IN WITNESS WHEREOF, District and Consultant have executed and delivered this Agreement for consultant

services as of the date first written above.

OXNARD SCHOOL DISTRICT	KENCO CONSTRUCTION SERVICES, INC.
Signature	Signature
Lisa A. Franz, Director, Purchasing Typed Name/Title	Typed Name/Title
Date	Date
	Tax Identification Number: _____

EXHIBIT "A"

COMPENSATION & RATE/FEE SCHEDULE

I. The following rates of pay shall apply in the performance of the Services under this Agreement:

Total Not to Exceed Fee = $158,760.00

II. Consultant may utilize subcontractors as permitted in the Agreement. The hourly rate for any subcontractor shall be consistent with the rate and fee schedule indicated in Section I above, unless other direction is provided with written authorization from District Superintendent or his/her designee.

III. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. Consultant may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by Consultant beyond the typical obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by District in writing and do not cause the amounts paid to Consultant to exceed the amounts allowed under this Agreement. No mark-up of any expense is permitted. The following is the EXCLUSIVE list of reimbursable expenses:

A. Travel and Mileage. Consultant must request the travel in writing and justify why the travel should be reimbursed. Travel expenses must be approved in writing by District, in its sole discretion. Trips from any Consultant's office to District's office or to the Project site will not be approved for reimbursement.

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

C. Fees for Subcontractors. Fees for subcontractors hired and paid by Consultant at the written request of District and are permitted in the Agreement.

D. Fees advanced for securing approval of public agencies having jurisdiction over any project hereunder.

IV. Consultant shall provide to District a complete Schedule of Values ("SOV"), identifying major work activities required to complete the authorized scope of work. All invoices must reflect the appropriate progress percentage for each SOV item billed, to be verified by District. District will compensate Consultant for the Services performed upon approval by District of a valid and complete invoice, in form and substance acceptable to District.

A. Acceptable back-up for billings shall include, but not be limited to:

a. Records for all personnel describing the work performed, the number of hours worked, and the hourly rate, for all time charged to the Services.

b. Records for all supplies, materials and equipment properly charged to the Services.

c. Records for all travel pre-approved by District and properly charged to the Services.

d. Records for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

Unless otherwise directed by District, in writing, completed invoices are to be submitted to the attention of the Director of Purchasing and the Chief Business Official. To be considered complete, the invoice packet shall include all back-up documentation required by District and sign-off from District staff, Program Manager or project manager assigned by District to supervise the Services.

The total compensation for the Services shall be provided for in this Agreement.

V. Compensation Upon Termination. In the event that District suspends or terminates this Agreement, or any of the Services pursuant to Section 10 or Section 11(a) of the Agreement, District will pay Consultant as provided herein for all Services and authorized Additional Services actually performed, and all authorized reimbursable expenses actually incurred and paid, under and in accordance with this Agreement, up to and including the date of suspension or termination; provided that such payments shall not exceed the amounts specified in the Agreement as compensation for the Services completed, plus any authorized Additional Services and authorized reimbursable expenses completed prior to suspension or termination. No payment for demobilization shall be paid unless District at its sole discretion determines that demobilization or other compensation is appropriate.

After a notice of termination is given, Consultant shall submit to District a final claim for payment, in the form and with certifications prescribed by District. Such claim shall be submitted promptly, but in no event later than forty (40) calendar days after the Termination Date specified on the notice of termination. Such payment shall be Consultant's sole and exclusive compensation and District shall have no liability to Consultant for any other compensation or damages, including without limitation, anticipated profit, prospective losses, legal fees or costs associated with legal representation or consequential damages, of any kind.

EXHIBIT "B"

INSURANCE

I. **Insurance Requirements**. Consultant shall provide and maintain insurance, acceptable to District Superintendent and/or District's 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, subcontractors, representatives and/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) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate.

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 thirty (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 Board members, officers, officials, employees, agents, and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities and/or Services 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 Agreement, certificates of insurance necessary to satisfy District that the insurance provisions of this Agreement have been complied with. 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 a 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 Board members, officers, officials, employees, agents, 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.

EXHIBIT "C"

BACKGROUND CHECK AND FINGERPRINTING PROCEDURES FOR CONTRACTORS

The Consultant will be required to assure that its employees, subcontractors of any tier, material suppliers, and consultants do not have direct contact with the District's students during the performance of the Agreement in compliance with Education Code sections 45125.1 and 45125.2. To assure these provisions, the Consultant's supervisor shall be fingerprinted, and proof of same shall be provided to the District prior to start of on-site work. The supervisor will monitor the workers' conduct while on school grounds. In addition, the Consultant shall barricade the work area to separate its workers from the students. Costs associated with this process are the responsibility of the Consultant.

The Consultant's construction supervisors or their unsupervised employees who will be working outside of fenced areas during the school hours **must** have submitted a fingerprint identification card to the Department of Justice ("DOJ") and have a proof of clearance in the form of an affidavit filed in the Needles Unified School District's ("District") Purchasing Office **prior to** the start of the work.

Education Code sections 45125.1 and 45125.2 require that criminal checks be completed for contractors who provide construction, janitorial, administrative, grounds and landscape maintenance, pupil transportation, food-related, or other similar services to school districts.

The undersigned does hereby certify to the Board of Trustees of the District as follows:

That I am a representative of the Consultant currently under contract ("Agreement") with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Consultant.

Consultant certifies that it has taken the following actions with respect to the construction Project that is the subject of the Agreement:

1. Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of work, a physical barrier at the Project site, which will limit contact between Consultant's employees and District pupils at all times (mandatory for all projects); AND

2. The Consultant has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Consultant's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the DOJ has determined that none of those employees has a pending criminal proceeding for a felony or has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Consultant's employees and of all its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; AND/OR

3. Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant whom the California DOJ has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Consultant's employees and its subcontractors' employees is:

Name: _____

Title: _____

AND/OR

4. The work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Consultant shall come in contract with District pupils.

Consultant's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

Date: _____

Proper Name of Consultant: _____

Signature: _____

By: _____

Its: _____

EXHIBIT "D"

SCOPE OF SERVICES

Outlined in Kenco Construction Services, Inc.'s Attached Proposal, dated May 26, 2023

EXHIBIT "E"
TO AGREEMENT FOR CONSULTANT SERVICES #_____

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270 & 9270-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 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 District, Consultant will make certain specified government decisions or will perform the same or substantially the same duties for 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, Consultant, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director of Purchasing

Proposal for DSA "Onsite" Inspection.

Date: 05-26-23

Project Client: **Oxnard School District**
1055 South C Street
(805) 385-1514

Proposed Projects: **Driffill ES – 5 New Modular Installation**
910 South E Street, Oxnard, Ca. 93030

DSA App. Number: #03-123351 **DSA File Number**: 56-22

Proposed Scope of Work: One DSA Certified Project Inspector to provide onsite inspections for the construction of 5 new Modular Classroom Bldgs. and associated site work, including site utilities per the DSA approved drawings. All documentation and DSA requirements included.
NOTE: Laboratory, geo/soil or special inspections are not included.

Project Rate: $105.00 per hour for DSA inspections with a 4-hour minimum per site visit until the approved drawings are complete.
Unless additional work becomes necessary per the district, the hours are estimated not to exceed 8 hrs. per day. OT rate is $157.50 per hr.

Estimated Cost: Estimated Start Date: ……..……..……..……..……. **August 1st, 2023**
Estimated Completion Date: ……..……..……..…….. **May 1st, 2024**
9 months = 189 days = 1,512 hrs. (@ $105.00 per hr.)……..……..…….. **$ 158,760.00**

Total Estimated Proposal: $ 158,760.00

Note: Please be advised that all inspections are subject to contractor performance. Therefore, the total cost proposal is an estimate and subject to increase or credit.

Project Inspector Agency Agreement and Contract Duties:

KENCO Construction Services agrees to provide continuous inspection of work for compliance with approved contract documents and California Building Codes, including Title 24. Project Inspector duties are outlined in Title 24, Part 1, Chapter 4, Section 4-333 thru 4-342 California Code of Regulations, including DSA Interpretation of Regulations A-6, A-7, A-8, and as incorporated in the following sections:

KENCO Construction Services, Inc.
4664 Romola Ave. La Verne, Ca. 91750
Phone: (714) 981-2752 - E-mail: kenhinge@kenco-inc.com

1. Represent the client under the guidance of the Architect, Construction Manager, or designated agent.

2. Attending all planning, pre-con conferences, project meetings, or meetings as required by the client.

3. Monitor or observe all special inspections performed by the client-contracted testing laboratory as required by the Testing and Inspection Sheet and as outlined in the Project Specifications. Maintain and update a log specifying hours spent on the project by the special inspectors. Perform or monitor testing for Torque, Epoxy, and Pull Tests as required.

4. The client and the inspector shall each defend and hold harmless each other against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of, or connected with the provisions of this agreement and the contract documents.

5. This Agreement shall begin on or about **August 1st, 2023**, and remain in effect continuously until completed, or terminated in writing. This Contract is intended to be an agency agreement and may be terminated in 30 days by either party with, or without cause. This agency agreement shall be assignable to other schools within the district and shall apply to other inspectors as requested and approved by the district. The district shall not employ, contract, or engage in business or mutually beneficial relationship with any inspectors introduced to the District through KENCO Construction Services for a period of two (2) years after the dissolution of any contracts through KENCO Construction Services, unless written permission is granted prior to each relationship.

6. **The Oxnard School District** agrees to pay KENCO Construction Services, Inc. our monthly invoice for project services, billed at a rate of **$105.00 per hour for DSA inspection,** within 15 working days of receipt of invoice. Each monthly billing shall separately identify hours and charges for each individual school, consistent with required site accounting. KENCO Construction Services shall provide all necessary cell phones, laptop computers, digital cameras, and any equipment necessary to maintain proper documentation and administration functions throughout the duration of the project. The district shall provide all office space, utility lines, and equipment necessary per the project specifications.

7. KENCO Construction Services shall provide to the district at the end of the project all documentation in a professional format, either in binders or on a computer CD.

8. KENCO Construction Services shall not bill the client for any time not directly paid to the project inspectors working directly on the project. A DSA certified project manager will be assigned to oversee the project inspector to ensure accurate reporting of all activities and DSA compliance. Should any emergency arise where the consultant/inspector becomes absent, on vacation, or is not able to be on site due to causes beyond his/her reasonable control, the DSA certified project manager will provide inspections until the IOR returns.

X Kenneth Hinge _____

Ken Hinge, President
KENCO Construction Services, Inc.
Date: 05-26-23

X _____

District Authorized Agent
Oxnard School District
Date:

KENCO Construction Services, Inc.
4664 Romola Ave. La Verne, Ca. 91750
Phone: (714) 981-2752 - E-mail: kenhinge@kenco-inc.com

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #2 to Agreement #22-69 – Acceleration Behavioral Therapies (DeGenna/Jefferson)

At the Board Meeting of August 3, 2022, the Board of Trustees approved Agreement #22-69 with Acceleration Behavioral Therapies, in the amount of $400,000.00, to provide supplemental staffing to the Oxnard School District on an "as needed" basis.

At the Board Meeting of June 21, 2023, the Board of Trustees ratified Amendment #1, in the amount of $100,000.00, to continue supporting existing unfilled direct hire positions, for a new total agreement amount of $500,000.00.

Amendment #2, in the amount of $34,195.00.00, is needed to close out services for the 2022-2023 fiscal year, for a new total agreement amount of $534,195.00.

FISCAL IMPACT:
$34,195.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Amendment #2 to Agreement #22-69 with Acceleration Behavioral Therapies.

ADDITIONAL MATERIALS:

Attached: Amendment #2 (1 Page)
Amendment #1 (1 Page)
Agreement #22-69, Acceleration Behavioral Therapies (14 Pages)

Amendment #2 to Agreement #22-69 with
Acceleration Behavioral Therapies
August 23, 2023

At the Board Meeting of August 3, 2022, the Board of Trustees approved Agreement #22-69 with Acceleration Behavioral Therapies, in the amount of $400,000.00, to provide supplemental staffing to the Oxnard School District on an "as needed" basis.

At the Board Meeting of June 21, 2023, the Board of Trustees ratified Amendment #1, in the amount of $100,000.00, to continue supporting existing unfilled direct hire positions, for a new total agreement amount of $500,000.00.

Amendment #2, in the amount of $34,195.00.00, is needed to close out services for the 2023-2023 fiscal year, for a new total agreement amount of $534,195.00.

ACCELERATION BEHAVIORAL THERAPIES:

By: _____ Date: _____
Jared Freilich

OXNARD SCHOOL DISTRICT:

By: _____ Date: _____
Lisa A. Franz, Director, Purchasing

COPY

Amendment #1 to Agreement #22-69 with
Acceleration Behavioral Therapies
June 21, 2023

At the Board Meeting of August 03, 2022, the Board of Trustees ratified Agreement #22-69 with Acceleration Behavioral Therapies, in the amount of $400,000.00, to provide supplemental staffing to the Oxnard School District on an "as needed" basis.

Amendment #1, in the amount of $100,000.00, is required to continue supporting existing unfilled direct hire positions, for a new total agreement amount of $500,000.00.

ACCELERATION BEHAVIORAL THERAPIES:

By: Jared S. Freilich Date: 6/28/23
Jared Freilich

OXNARD SCHOOL DISTRICT:

By: Lisa A. Franz Date: 6-28-23
Lisa A. Franz, Director, Purchasing

OXNARD SCHOOL DISTRICT

Agreement #22-69

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 3rd day of August 2022 by and between the Oxnard School District ("District") and Acceleration Behavioral Therapies ("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 Four Hundred Thousand Dollars ($400,000.00), 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.

MT (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: Acceleration Behavioral Therapies
16501 Ventura Blvd., #400
Encino, CA 91436
Phone: 8182809614
Fax: (818) 356.8113
Email: Mtucker@accelerationbt.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:

Lisa A. Franz
Signature

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

8-19-2022
Date

Tax Identification Number: 95-6002318

ACCELERATION BEHAVIORAL THERAPIES:

Maralina Tucker
Signature

Maralina Tucker, CFO
Typed Name/Title

08/19/2022
Date

Tax Identification Number: 831847055

☐ Not Project Related

☑ Project #**22-69**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-69

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 #**22-69**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-69

COMPENSATION

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

Total compensation shall not exceed Four Hundred Thousand Dollars ($400,000.00), 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 $400,000.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**22-69**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-69

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:

☐ Not Project Related

☑ Project #**22-69**

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 #**22-69**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-69

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, **ACCELERATION BEHAVIORAL THERAPIES**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: 8-19-2022

By: LAFranz

Lisa A. Franz
Director, Purchasing

BEHAVIORAL THERAPIES

Acceleration Behavioral Therapies
Phone: (818) 356-8106
Fax: (818) 356-8113
Info@AccelerationBT.com
16501 Ventura Blvd., Ste. 400, Encino, CA 91436

California Department of Education / SELPA / School District Chargemaster

School Related Service	Description of ABT staff qualification	Rate (per hour)
BII (Behavior Intervention Implementation)	Are under the supervision of personnel qualified under subdivision (a); and (B) possess a high school diploma or its equivalent; and (C) receive the specific level of supervision required in the pupil's IEP. (see: 5 *CCR* 3051.23)	$60.00
BID (Behavior Intervention Development	master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field. (see: 5 *CCR* 3051.23)	$85.00

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #2 to Agreement #22-120 – Alternative Behavior Strategies, LLC (DeGenna/Jefferson)

At the Board Meeting of August 24, 2022, the Board of Trustees approved Agreement #22-120 with Alternative Behavior Strategies, LLC, in the amount of $100,000.00, to provide Applied Behavioral Therapy and related services to the Special Education Department on an "as needed" basis for the 2022-2023 fiscal year.

At the Board meeting of April 19, 2023, the Board of Trustees ratified Amendment #1, in the amount of $100,000.00, to continue supporting existing unfilled direct hire positions, for a new total agreement amount of $200,000.00.

Amendment #2, in the amount of $50,000.00, is needed to close out services for the 2022-2023 fiscal year, for a new total agreement amount of $250,000.00.

FISCAL IMPACT:
Not to exceed $50,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Amendment #2 to Agreement #22-120 with Alternative Behavior Strategies, LLC.

ADDITIONAL MATERIALS:

Attached: Amendment #2 (1 Page)
Amendment #1 (1 Page)
Agreement #22-120, Alternative Behavior Strategies, LLC (3 Pages)

Amendment #2 to Agreement #22-120 with
Alternative Behavior Strategies, LLC
August 23, 2023

At the Board Meeting of August 24, 2022, the Board of Trustees approved Agreement #22-120 with Alternative Behavior Strategies, LLC, in the amount of $100,000.00, to provide Applied Behavioral Therapy and related services to the Special Education Department on an "as needed" basis for the 2022-2023 fiscal year.

At the Board meeting of April 19, 2023, the Board of Trustees ratified Amendment #1, in the amount of $100,000.00, to continue supporting existing unfilled direct hire positions, for a new total agreement amount of $200,000.00.

Amendment #2, in the amount of $50,000.00, is needed to close out services for the 2022-2023 fiscal year, for a new total agreement amount of $250,000.00.

Alternative Behavior Strategies, LLC:

By: _____ Date: _____

Oxnard School District:

By: _____ Date: _____
Lisa A. Franz, Director, Purchasing

DocuSign Envelope ID: 9E248C4B-CA9C-4680-85B0-75F988120D8B

COPY

Amendment #1 to Agreement #22-120 with
Alternative Behavior Strategies, LLC dba ABS Kids
April 19, 2023

At the Board Meeting of August 24, 2022, the Board of Trustees approved Agreement #22-120 with Alternative Behavior Strategies, LLC, in the amount of $100,000.00, to provide Applied Behavioral Therapy and related services to the Special Education Department on an "as needed" basis for the 2022-2023 fiscal year.

Amendment #1, in the amount of $100,000.00, is needed to continue supporting existing unfilled direct hire positions, for a new total agreement amount of $200,000.00.

Alternative Behavior Strategies, LLC dba ABS Kids:

By: DocuSigned by: Robert Key 30F6025668C44F4... Date: 4/26/2023 | 09:33:08 PDT

Oxnard School District:

By: Lisa A. Franz Date: 4-27-2023
Lisa A. Franz, Director, Purchasing

ABS Kids **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
BY: Adam Singer DocuSigned by: ADAM SINGER
Name:
Date: 9/9/2022 | 15:28:22 PDT

Oxnard School District(**School**)
BY: Lisa A. Franz
Name: Lisa A. Franz, Director, Purchasing
Date: 9-2-2022

DocuSign Envelope ID: 67C5186C-7B8D-4B58-916C-49723ED1A3A8

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
09ED224EF81B405

Alice Paley
Senior Manager, Payor Contracts & Relationships

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #1 to Agreement #22-143 - Ventura County Office of Education/SELPA (DeGenna/Jefferson)

At the Board Meeting of October 5, 2022, the Board of Trustees approved Agreement #22-143 with Ventura County Office of Education/SELPA in the amount of $18,000.00, to provide Home/ Hospital teaching services on an "as needed" basis.

Amendment #1, in the amount of $662.00 is needed to close out services for the 2022-2023 fiscal year, for a new total agreement amount of $18,662.00.

FISCAL IMPACT:
$662.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Amendment #1 to Agreement #22-143 with Ventura County Office of Education/SELPA.

ADDITIONAL MATERIALS:

Attached: Amendment #1 (1 Page)
Agreement #22-143, Ventura County Office of Education/SELPA (2 Pages)

Amendment #1 to Agreement #22-143 with
Ventura County Office of Education/ Home Hospital Services
August 23, 2023

At the Board Meeting of October 5, 2022, the Board of Trustees approved Agreement #22-143 with Ventura County Office of Education/SELPA in the amount of $18,000.00, to provide Home/ Hospital teaching services on an "as needed" basis.

Amendment #1, in the amount of $662.00 is needed to close out services for the 2023-2023 fiscal year, for a new total agreement amount of $18,662.00.

VENTURA COUNTY OFFICE OF EDUCATION:

By: _____ Date: _____
Lisa Cline

OXNARD SCHOOL DISTRICT:

By: _____ Date: _____
Lisa A. Franz, Director, Purchasing

SPED23-032

OSD AGREEMENT #22-143

VENTURA COUNTY OFFICE OF EDUCATION

AGREEMENT FOR SPECIAL EDUCATION TEACHING SERVICES 2022-2023

This agreement is entered into this by and between the **Ventura County Office of Education**, hereinafter referred to as COUNTY, and **Oxnard School District**, hereinafter referred to as DISTRICT.

WITNESSETH

1. COUNTY, for and in consideration of the payments to be made to COUNTY by DISTRICT, as hereinafter set forth, does hereby agree to provide Nursing services to the DISTRICT as requested by the DISTRICT, to the extent possible based on COUNTY staffing availability.

2. DISTRICT agrees to reimburse COUNTY at a daily rate based on the salary, benefits and related cost of staff (Home/Hospital Instructional Teaching AS NEEDED) assigned to provide DISTRICT services as detailed below.

3. DISTRICT will reimburse COUNTY within 30 days of receipt of an invoice for said services. COUNTY may invoice semi-annually, a mid-year estimate and end of year actual; or, may elect to invoice at the end of the year after all actual costs are calculated.

4. DISTRICT and COUNTY each participate in the Ventura County School Self-Funding Authority (VCSSFA), and therefore collectively self-insure for workers' compensation, general liability, and property coverage under the VCSSFA self-insurance programs.

5. DISTRICT agrees to defend, indemnify and hold harmless County, its governing board, administrators, employees, agents, and volunteers from and against any and all liability, damages, costs, losses, claims and expenses resulting directly or indirectly from or connected with District negligence or wrongful acts or omissions, except where such liability, damages, costs, losses, claims and expenses are caused by the negligence or wrongful acts or omissions of VCOE or any of its employees or agents.

6. COUNTY agrees to defend, indemnify and hold harmless DISTRICT, its governing board, administrators, employees, agents, and volunteers from and against any and all liability, damages, costs, losses, claims and expenses resulting directly or indirectly from or connected with COUNTY negligence or wrongful acts or omissions, except where such liability, damages, costs, losses, claims and expenses are caused by the

negligence or wrongful acts or omissions of DISTRICT or any of its employees or agents.

7. COUNTY agrees to comply with and observe all the provisions of Federal Law, California Administrative Code Title 5, California Education Code, relating to the services provided to students of DISTRICT.

8. DISTRICT agrees to notify COUNTY on or before March 1, of each fiscal year, of their intent to continue this agreement with COUNTY for the subsequent year.

9. This agreement shall be in effect for the 2022-2023 fiscal year and shall continue in force until cancelled by either party giving the appropriate notice as specified in item 8 above.

TEACHING SERVICES

COUNTY will provide Home/Hospital Instructional Teaching to DISTRICT based on the following rates:
$116.27 per hour
$813.88 per day
$148,125.76 per FTE

DISTRICT has agreed to Home/Hospital Instructional Teaching on an AS NEEDED basis for the 2022-2023 fiscal year.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

Oxnard School District

By: Lisa A. Franz Date 10-6-2022
Lisa A. Franz, Director, Purchasing

Ventura County Office of Education

By: Lisa Cline Date 10-10-22
Lisa Cline, Executive Director, Internal Business Services

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #1 to Agreement #22-187 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Jefferson)

At the Board meeting of December 14, 2022, the Board of Trustees ratified Agreement #22-87 with Ventura County of Education, in the amount of $215,532.96, to provide exceptional services to six (6) special education students that consist of support from Special Circumstances Paraeducators (SCP's), for the 2022-2023 school year, including Extended School Year

Amendment #1, in the amount of $3,103.00, is needed to adjust the previous estimated cost for one (1) student, due to the addition of a Bus Aide, for a new total agreement amount of $218,635.96.

FISCAL IMPACT:
$3,103.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education Services, and the Interim Superintendent that the Board of Trustees ratify Amendment #1 to Agreement #22-187 with the Ventura County Office of Education.

ADDITIONAL MATERIALS:

Attached: Amendment #1 (1 Page)
Agreement #22-187, Ventura County Office of Education (6 Pages)

Ventura County Office of Education

Memorandum

DR. CÉSAR MORALES, COUNTY SUPERINTENDENT •5189 VERDUGO WAY, CAMARILLO, CA 93012

AMENDMENT TO AGREEMENT

June 8, 2023

Oxnard School District
Agreement # OX100B-22/23

School attending: Foster Middle School
JM111710

Addendum to Special Circumstance Educational Support services as specified below:

Bus aide was added.

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 330 minutes daily in the classroom and 60 minutes daily during transportation for a total of 390 minutes daily. ESY will be for 240 minutes daily in the classroom and 60 minutes daily during transportation for a total of 300 minutes daily.**

6. The term of this contract shall begin **6/8/2023** (*IEP date~6/7/2023*) 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: 2022-2023
(*including ESY, if applicable*) 4/2/2023-6/16/2023
(ESY: 6/19/2023-6/30/2023)

Original Estimated Cost:	$16.344.25
Amount added/owed:	$3,103.00
New Total Estimated Cost:	**$19,447.25**

Requested by: _____ Date: 6.8.23
Special Education Authorized Representative

Approved by: _____ Date: _____
(VCOE) Director, Business Services

Accepted by: _____ Date: _____
DOR Authorized Representative

Title: Director, Purchasing

OSD AGREEMENT #22-187

AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **February 5, 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, JB080313, 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 circumstance educational support through out the school day for a total of 330 minutes a day. ESY will 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 **2/5/2022** *(IEP date~2/3/2022)* 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 2/5/2022-6/9/2022 *(ESY: 6/13/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/8/2022)* 8/17/2022-2/3/2023
ESTIMATED COSTS:	$ _____	+	$ 31,377.75

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: Interim Asst. Supt., Business & Fiscal Services

Date: 11/1/2023

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
~~Special Education Authorized Representative~~

Approved By: _____
VCOE Business Services Authorized Representative

Date: 1-9-23

Estimated Cost $ 31,377.75

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, **JV030409**, 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 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~11/3/2021*) 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 11/13/2021-6/15/2022 *(ESY: 6/21/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/15/2022)* 8/17/2022-11/3/2022
ESTIMATED COSTS:	$ _____	+	$ 18,029.50

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: Interim Asst. Supt. Business & Fiscal Services

Date: 1/4/2023

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 1-9-23

Estimated Cost $ **18,029.50**

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, **JM111710** 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 services throughout the school day for 1,650 minutes weekly. ESY will 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~4/1/2022*) 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: 2022-2023 *(ESY: 7/1/2022- 7/8/2022)* 8/17/2022-4/1/2023		UPCOMING: 2023-2024
ESTIMATED COSTS:	$ 40,546.75	+	$

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: Interim Asst. Supt., Business & Fiscal Services

Date: 1/4/2023

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 1-9-23

Estimated Cost $ 40,546.75

AGREEMENT

For Paraeducator Performing Special Circumstance Services

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, **EG061410**, 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 throughout the school day for 1,944 minutes a week. ESY will be provided at 240 minutes a day.**

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~1/6/2022*) 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 1/13/2022-6/10/2022 *(ESY: 6/13/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/8/2022)* 8/17/2022-1/6/2023
ESTIMATED COSTS	$ _____	+	$ 28,804.40

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: Interim Asst. Supt., Business & Fiscal Services

Date: 1/4/2023

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
VCOE Business Services Authorized Representative

Date: 1-9-23

Estimated Cost $ 28,804.40

Please submit **two** original copies Oxnard School District-Purchasing Department

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, **JV120313**, 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 educational support in the classroom for 330 minutes daily and during transportation for 60 minutes daily for a total of 390 minutes daily. ESY will be provided at 240 minutes daily in the classroom and 30 minutes daily during transportation for a total of 270 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~5/3/2022*) 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 5/7/2022-6/9/2022 *(ESY: 6/13/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/8/2022)* 8/17/2022-5/3/2023
ESTIMATED COSTS:	$ _____	+	$ 54,757.25

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: Interim Asst. Supt., Business & Fiscal Services

Date: 1/4/2023

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
VCOE Business Services Authorized Representative

Date: 1-9-23

Estimated Cost $ 54,757.25

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, **MA102113**, 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 330 minutes daily. ESY will 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~4/7/2022*) 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 4/21/2022-6/9/2022 *(ESY: 6/13/2022-6/30/2022)*		UPCOMING: 2022-2023 *(ESY: 7/1/2022-7/8/2022)* 8/17/2022-4/7/2023
ESTIMATED COSTS:	$ _____	+	$ 42,017.31

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: Interim Asst. Supt., Business & Fiscal Services

Date: 1/4/2023

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: Lisa Cline
Business Services Authorized Representative

Date: 1-9-23

Estimated Cost $ 42,017.31

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Support Services Agreement

Ratification of Amendment #1 to Agreement #22-188 – Salus Campus Solutions (DeGenna/Fox/Nocero)

At the Board meeting of November 16, 2022 the Board of Trustees approved Agreement #22-188 with Salus Campus Solutions, in the amount of $60,000.00, for services during the 2022-2023 school year.

Amendment #1, in the amount of $3,200.00, is due to additional school site assessment and project with Soria school during the 2022-2023 school year, for a new total agreement amount of $63,200.00.

FISCAL IMPACT:
$3,200.00 - Block Grant Funding

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, the Executive Director, Teaching & Learning, and the Interim Superintendent that the Board of Trustees ratify Amendment #1 to Agreement #22-188 with Salus Campus Solutions.

ADDITIONAL MATERIALS:

Attached: Amendment #1 (1 Page)
Agreement #22-188, Salus Campus Solutions (13 Pages)

Amendment #1 to Agreement #22-188 with
Salus Campus Solutions
August 23, 2023

At the Board meeting of November 16, 2022 the Board of Trustees approved Agreement #22-188 with Salus Campus Solutions, in the amount of $60,000.00, for services during the 2022-2023 school year.

Amendment #1, in the amount of $3,200.00, is due to additional school site assessment and project with Soria school during the 2022-2023 school year, for a new total agreement amount of $63,200.00.

SALUS CAMPUS SOLUTIONS:

By: _____ Date: _____
Kevin Thompson

OXNARD SCHOOL DISTRICT:

By: _____ Date: _____
Lisa A. Franz, Director, Purchasing

OXNARD SCHOOL DISTRICT

Agreement #22-188

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 16th day of November 2022 by and between the Oxnard School District ("District") and Salus Campus 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 November 17, 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 Sixty Thousand Dollars and No Cents ($60,000.00), 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 S. "A" Street
Oxnard, California, 93030
Attention: Dr. Jodi Nocero
Phone: 805.385.1501
Fax: 805.385.1507

To Consultant: Salus Campus Solutions
2362 N. Oxnard Blvd., Suite 202
Oxnard, California, 93036
Attention: Kevin Thompson
Phone: 805.377.2815
Email: info@salussafetysolutions.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**. **DR. JODI NOCERO** 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:

Signature

Valerie Mitchell, Interim Asst. Supt., Business & Fiscal Services

Typed Name/Title

11/29/22

Date

Tax Identification Number: 95-6002318

SALUS CAMPUS SOLUTIONS:

Signature

DANIEL SHOBB CEO

Typed Name/Title

NOVEMBER 18, 2022

Date

Tax Identification Number: 88-3126015

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #22-188

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

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #22-188

COMPENSATION

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

Total compensation shall not exceed Eight Thousand Dollars and No Cents ($8,000.00), 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 $ 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 $8,000.00, as provided in Section 4 of this Agreement.

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #22-188

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.

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #22-188

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, **Salus Campus Solutions**, who will provide Services under the Agreement, [] is [X] is not subject to disclosure obligations.

Date: 11/29/22

By: _____
Valerie Mitchell
Interim Asst. Supt., Business & Fiscal Services

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #22-255 - 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 2022-2023 school year, to provide exceptional services to a special education student that consists of support from Special Circumstances Paraeducators (SCP's), including Extended School Year.

Student: JV120313

FISCAL IMPACT:
$10,646.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Agreement #22-255 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's).

ADDITIONAL MATERIALS:

Attached: Agreement #22-255, Ventura County Office of Education (3 Pages)

OSD AGREEMENT #22-255

INTER-DISTRICT SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into 05/04/2023 (Date) by and between Oxnard School District (District or Charter School) (hereinafter referred to as "Local Educational Agency" or "LEA") and Ventura County Office of Education (hereinafter referred to as "VCOE"). VCOE and LEA may be referred to herein individually as a "Party" and collectively as the "Parties."

Oxnard School District LEA	Danielle Jefferson Contact Name
1051 South A Street Street Address	805-385-1501 Contact Telephone Number
Oxnard, CA 93030 City, State, Zip code	djefferson@oxnardsd.org Contact E-mail Address

Services. Services will be provided as described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services.

Payment. All payments will be made after receipt of invoice, net 30 days.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. VCOE understands and agrees that the VCOE, agents, employees, or subcontractors of VCOE are not entitled to any benefits normally offered or conveyed to LEA employees, including coverage under the California Workers' Compensation Insurance laws.

Authority. VCOE represents and warrants that VCOE has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. VCOE hereby agrees that VCOE, officers, agents, employees, and subcontractors of VCOE shall obey all local, state, and federal laws and regulations in the performance of this Agreement.

VCOE shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

Non-Discrimination and Equal Employment Opportunity. VCOE represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Fingerprinting. VCOE shall ensure that VCOE and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. When VCOE performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to any local educational agency that it is contracting with pursuant to the subsequent arrest service.

Tuberculosis. VCOE shall ensure that any employee who interacts with students has submitted to VCOE a tuberculosis risk assessment or has been examined to determine that he or she is free of infectious tuberculosis.

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

If the unresolved dispute is not resolved the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the next section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Indemnification.

a. If VCOE and LEA each participate in the VCSSFA, each party therefore collectively indemnifies and defends the other for general liability coverage under the VCSSFA self-insurance program.

b. VCOE will indemnify LEAs not participating in the VCSSFA as follows: VCOE shall defend, indemnify and hold LEA and its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injuryor 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 byor result from the negligent or intentional acts or omissions of VCOE, its officials, administrators, managers, employees or agents.

c. LEA not participating in VCSSFA will indemnify VCOE as follows: LEA shall defend, indemnify and hold VCOE, its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable 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 suchliability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of LEA, its governing board, officials, administrators, managers, employees or agents.

Insurance.

a. If VCOE and LEA participate in the VCSSFA, each party therefore collectively self-insure for general liability and property coverage, or have been afforded coverage as Additional Covered Parties, under the VCSSFA self-insurance programs. VCOE also self-insures for workers' compensation coverage.

b. LEAs not participating in the VCSSFA must maintain coverages commensurate with its operations and activities.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution: Electronic Delivery. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Holly Minear	HM	6.6.23
VCOE Executive Director, Student Services	VCOE Signature	Date
Lisa Cline		
VCOE Executive Director Internal Business Services	VCOE Signature	Date

Local Educational Agency Approval

Lisa A. Franz		
LEA Business Office Administrator	Signature	Date

STATEMENT OF WORK

Term (required). The term of this Agreement shall commence on 05/04/2023 and terminate on 06/30/2023.

Estimated Fees (required).

Estimated Cost for Services	$ 10,646.00
Other Ancillary Cost or fees, as applicable	$
Total not to Exceed	$

DESCRIPTION OF WORK (required):

This agreement pertains to providing exceptional service(s) for, **JV120313** a Special Education pupil who is a resident of LEA and currently attends Dwire School, a special education program operated by VCOE.

Paraeducator performing special circumstance educational support (SCES) in the classroom for 330 minutes daily and during transportation for 60 minutes daily for a total of 390 minutes daily. ESY will be provided in the classroom for 240 minutes daily and during transportation for 30 minutes daily for a total of 270 minutes daily.

LEA acknowledges that certain types of expense will continue to accrue during periods of student's absence from school, but not limited to salary and benefits of staff providing the exceptional service(s). LEA further acknowledges that if the exceptional service(s) of VCOE employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves VCOE's program, VCOE will make every attempt to re-assign any staff involved in providing the exceptional service(s), however, if that is not possible, LEA will reimburse VCOE for expense incurred through the layoff notice period.

It shall be the responsibility of LEA to notify VCOE of any change in district of residence or change in the IEP that would affect this contract.

WORK SCHEDULE (if applicable):

Please see the Dwire School Calendar for the 22-23 School Year on the VCOE website at www.vcoe.org/special-education/calendars.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #23-77 – Jennifer Schexnayder (DeGenna/Fox/Haber)

Jennifer Schexnayder will provide professional learning to support implementation of mathematics instruction and professional learning centered around Oxnard School District's Mathematics Pedagogy Statement. Contractor will engage faculty in challenging assumptions regarding what it means to be a competent mathematician and what it means to engage in meaningful mathematics. Using the CA Mathematics Framework and Standards, contractor will support the engagement of students with deep mathematical ideas through tasks that support multiple entry points, via counting collections and problem solving for K-5 math.

Term of Agreement: July 1, 2023 through June 30, 2024

FISCAL IMPACT:
Not to exceed $48,800.00 – Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Manager, Mathematics, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-77 with Jennifer Schexnayder.

ADDITIONAL MATERIALS:

Attached: Agreement #23-77, Jennifer Schexnayder (4 Pages)
Proposal (2 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-77

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Jennifer Schexnayder, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Jennifer Schexnayder
Provider

332-251-6996
Telephone Number

1840 Via Del Rey
Street Address

jschexx@gmail.com
E-mail Address

South Pasadena, CA 91030
City, State, Zip code

Tax Identification or Social Security Number

Services

*SEE ATTACHED PROPOSAL

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

July 1, 2023 through June 30, 2024
Date(s) of Service

8:00am - 5:00pm
Hour(s) of Service

Location

Fees

Compensation for Services	$ 48,800.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 48,800.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Jennifer Schexnayder		
Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

Professional Learning
Service Proposal between
Oxnard School District and Jennifer Schexnayder (Contractor)
July 1, 2023- June 30, 2024

Scope of Work

Objectives:

- Support the ongoing growth and development toward realizing Oxnard Unified's Mathematics Vision for Instruction & Assessment.
- Provide Professional Learning to support teachers in delivering high-quality mathematics instruction and supporting all learners using the newly adopted math curriculum.
- Proactively addressing unfinished learning through the strategic teaching of grade-level standards and embedded supports for prior grade-level standards.

Timeline:

The timeline is set for the 2023 - 2024 school year, beginning July 1st and ending June 30th. The scope of work will be designed and coordinated with district instructional leaders and district mathematics coaches

Overview of Work:

- ***Strategic Planning for Mathematics*** **Instruction**
  Collaboratively, district leaders, Ed Partners, and Math coaches will create and implement mathematics centered around Oxnard's Mathematics Pedagogy Statement: Coaches will engage faculty in challenging assumptions regarding what it means to be a competent mathematician and what it means to engage in meaningful mathematics. Using the CA Mathematics Framework and Standards, Math coaches will support students' engagement with deep mathematical ideas through tasks that support multiple entry points.
- ***Mathematics Leadership Collaboration:***
  Coaches will conference with district Instructional leaders to collaborate in planning and support of ongoing School Site Embedded Professional Learning. These meetings will
- ***Problem Solving/Counting Collections Workshop***: Thursday, Aug. 10, 2023- full-day, 2 sessions, 3 hours each not to exceed 72 participants per session.
- ***Embedded Teacher Professional Learning & Support***
  Provide on-site support to teachers and grade-level teams. Coaching support may include but is not limited to, coaching, co-teaching, planning, observation, and debriefing
- **Contractor/Coach:**

Jennifer Schexnayder,
email: jschexx@gmail.com,
address: 1840 Via Del Rey
South Pasadena, CA 91030
phone: (323) 251-6996

Cost/Payment/Fees:

All work will be billed at the daily rate of $2200.

- Strategic Planning, Leadership Collaboration and Communication not to exceed: 3 days ($6600)
- In-Person Site-Based Professional Learning and Support: Coach will work with three school sites, dates and times to be determined- Not to exceed 18 days ($39,000)
- District-wide Math Problem Solving Workshop: August 11, 2023 Facilitation and planning $3200

Costs and Fees not to exceed **$ 48,800**

Electronic Funds Transfer is preferred, or checks payable to: Jennifer Schexnayder see attached W9

A. **Non-payment:** If payment is not received within 60 days, interest will be charged at a rate of 10% per annum until paid in full. In addition, if the matter is sent to a collection agency, it is agreed that the district will pay any and all collection costs and reasonable attorney's fees.

B. **Cancellation Policy:** Notice of any cancellations **must be given in writing 30 days** prior to the first scheduled workshop. After that time, the district will still be charged the full amount of scheduled sessions. (Dates to be agreed upon before work commences. In-Person Coaching may be rescheduled within 60 days of the original date. (minimum 48 hours notice requested)

C. **Agreement:** District will create a service agreement to engage services.

If this proposal meets your approval, please send proposed service agreement to Jennifer Schexnayder at: jschexx@gmail.com
Thank you.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #23-78 – The Prophet Corp./Gopher Sport (DeGenna/Fox/Haber)

The Prophet Corp./Gopher Sport will provide professional development for SPARK Implementation Workshops: Professional Learning of the SPARK PE Curriculum. The content includes navigating the standards-based lessons online, facilitating the lessons with students and proper techniques and use of the equipment.

Term of Agreement: July 1, 2023 through June 30, 2024

FISCAL IMPACT:
Not to exceed $20,000.00 – Educator Effectiveness Block Grant

RECOMMENDATION:
It is the recommendation of the Manager, Mathematics, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-78 with The Prophet Corp./Gopher Sport.

ADDITIONAL MATERIALS:

Attached: Agreement #23-78, The Prophet Corp./Gopher Sport (4 Pages)
Quote #QT127318 (3 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-78

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Gopher Sport, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

The Prophet Corporation/Gopher Sport	507-444-1522
Provider	Telephone Number
2525 Lemond St. SW / P.O. Box 998	ryanreimers@gophersport.com
Street Address	E-mail Address
Owatonna, MN 55060	
City, State, Zip code	Tax Identification or Social Security Number

Services

**SEE ATTACHED QUOTE #QT127318

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

July 1, 2023 through June 30, 2024	8:00am - 5:00pm	
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 20,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 20,000.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

Quote

Quote #: QT127318
Quote Date: 06-Jun-2023
Expire Date: 29-Dec-2023

Ship To:

Oxnard Elementary School Dist
1051 S A St
Oxnard CA 93030
United States

Shipping Contact:

Bill To:

Oxnard Elementary School Dist
1051 S A St
Oxnard CA 93030
United States

Billing Contact:

Contact Name: Julie Prater

Sales Manager: Brian Hull
brianhull@sparkpe.org
Tel: 855-500-3623
Fax: 507-446-2219

Quote Total:

$19,199.28

Item availability may change hourly based on incoming orders. Please place your order quickly to ensure fast shipment of your product(s).

Item	Qty Requested	Qty Available	Est Ship Date	Unit Price	Extended Price
Contract Information: Omnia Partners C16-SRD-010.					
56-408 SPARK PE K-2 Professional Development - Starter #1	1	0	04-Jul-2023	$1,999.00	$1,999.00
Item Promotion				-3%	($59.97)
56-412 SPARK PE 3-6 Professional Development - Starter #1	1	0	04-Jul-2023	$1,999.00	$1,999.00
Item Promotion				-3%	($59.97)
T00005 SPARK Travel 5	1		06-Jun-2023	$1,500.00	$1,500.00
Item Promotion				-3%	($45.00)

EVERY PRODUCT IS BACKED BY OUR UNCONDITIONAL
100% SATISFACTION GUARANTEE

GOPHER Exclusive home of SPARK

Quote

Quote #: QT127318
Quote Date: 06-Jun-2023
Expire Date: 29-Dec-2023

Item	Qty Requested	Qty Available	Est Ship Date	Unit Price	Extended Price
Note: Travel costs are quoted as if the same trainer will conduct both PDs above on the same day.					
21-777 SPARK Early Childhood Professional Development - Starter #2	1	0	04-Jul-2023	$1,999.00	$1,999.00
Item Promotion				-3%	($59.97)
21-784 SPARK PE K-2 Professional Development - Starter #2	1	0	04-Jul-2023	$1,999.00	$1,999.00
Item Promotion				-3%	($59.97)
21-784 SPARK PE K-2 Professional Development - Starter #2	1	0	04-Jul-2023	$1,999.00	$1,999.00
Item Promotion				-3%	($59.97)
21-810 SPARK PE 3-6 Professional Development - Starter #2	1	0	04-Jul-2023	$1,999.00	$1,999.00
Item Promotion				-3%	($59.97)
21-810 SPARK PE 3-6 Professional Development - Starter #2	1	0	04-Jul-2023	$1,999.00	$1,999.00
Item Promotion				-3%	($59.97)
T00005 SPARK Travel 5	3		06-Jun-2023	$1,500.00	$4,500.00
Item Promotion				-3%	($135.00)
Note: Travel costs are quoted as if 1 trainer would conduct the EC Starter #2 training on one day and then 2 additional trainers would each conduct the K-2 and 3-6 Starter #2 PD sessions on the same days.					

EVERY PRODUCT IS BACKED BY OUR UNCONDITIONAL
100% SATISFACTION GUARANTEE

800-533-0446 | customercare@gophersport.com

QT127318

GOPHER Exclusive home of SPARK

Quote

Quote #: QT127318
Quote Date: 06-Jun-2023
Expire Date: 29-Dec-2023

Promotion Code:	OMNIA-3 ($599.79)
	G - 1% off $10,000-$25,000 ($193.93)
Subtotal:	$19,393.21
Shipping, Handling & Processing:	$0.00
Estimated Sales Tax :	$0.00
Quote Total:	$19,199.28

Order prepayment may be required. We offer 30-day terms on approved credit. Full payment terms and wire transfer information are available by request.

EVERY PRODUCT IS BACKED BY OUR UNCONDITIONAL
100% SATISFACTION GUARANTEE

800-533-0446 | customercare@gophersport.com

QT127318

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #23-79 – LEGO Education (DeGenna)

LEGO Education will provide professional development to TK/K SDC, DLI, and SDC teachers and paraprofessionals for the implementation of LEGO Education: LEGO Learning Systems.

Term of Agreement: August 10, 2023 through June 30, 2024

FISCAL IMPACT:
$26,940.00 – Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Executive Director, Teaching& Learning and the Interim Superintendent that the Board of Trustees ratify Agreement #23-79 with LEGO Education.

ADDITIONAL MATERIALS:

Attached: Quotation #QT-72658-Q0Y3Q4/0 (1 Page)
Agreement #23-79, LEGO Education (4 Pages)

Appendix 1

SALES QUOTATION

May 12, 2023

Quoted To:
Noemi Valdes
NVALDES@OXNARDSD.ORG

Sold To:
Customer Number: 254159
OXNARD SCHOOL DISTRICT
1051 S A St
Oxnard, CA 93030-7442

Ship-To:
OXNARD SCHOOL DISTRICT
1051 S A St
Oxnard, CA 93030-7442

Quotation ID: QUO-72658-Q0Y3Q4 / 0
Sales Person: Marcia Vidal Nial
E-mail: marcia.vidal@LEGO.com
Phone: +18182377436

Item No.	Description	QTY	Price	Total
2000564	**Coaching: Virtual**	6	$995.00	$5,970.00
2000560	**Professional Learning**	6	$3,495.00	$20,970.00

Net Amount:	$26,940.00
Shipping & Handling:	$0.00
Tax:	$0.00
Total:	$26,940.00

Please note! By purchasing Professional Development training, you agree to the terms of service outlined on our website: LEGO Education U.S. Professional Development Terms of Service

To guarantee pricing, please attach a copy of this proposal / quote to your purchase order or include the Quote ID listed above. Prices are valid through December 31, 2023. Prices based upon total purchase.

If you are tax exempt, please send a valid copy of your certificate with your purchase order to Orders@legoeducation.us. If applicable, tax above is an estimate. Actual tax will be calculated at time of order.

LEGO Education Tech Support ($150.00/Hr.) will be free of charge for all LEGO Education customers.

Please remit all payments to: LEGO Education, 13569 Collections Center Dr., Chicago, IL 60693

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-79

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and LEGO Education, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

LEGO Education	818-237-7436
Provider	Telephone Number
501 Boylston St., Suite 4103	marcia.vidal@LEGO.com
Street Address	E-mail Address
Boston, MA 02116	
City, State, Zip code	Tax Identification or Social Security Number

Services

*SEE ATTACHED SALES QUOTATION #QUO-72658-Q0Y3Q4 / 0

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 10, 2023 through June 30, 2024	8:00am - 5:00pm	
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 26,940.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 26,940.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz

Director, Purchasing	Signature	Date

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #23-80 – MIND Education (DeGenna/Fox/Haber)

MIND Education will provide professional learning to support implementation of mathematics instruction and professional learning centered around Oxnard School District's Mathematics Pedagogy Statement. Contractor will engage faculty in challenging assumptions regarding what it means to be a competent mathematician and what it means to engage in meaningful mathematics. Using the CA Mathematics Framework and Standards, contractor will support the engagement of students with deep mathematical ideas through tasks that support multiple entry points, via ST Math Professional Learning.

Term of Agreement: July 1, 2023 through June 30, 2025

FISCAL IMPACT:
Not to exceed $30,000.00 – Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Manager, Mathematics, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-80 with MIND Education.

ADDITIONAL MATERIALS:

Attached: Agreement #23-80, MIND Education (4 Pages)
Quote #00012651 (1 Page)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-80

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and MIND Education, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

MIND Education	949-345-8346
Provider	Telephone Number
5281 California Avenue, Suite 300	eyoung@mindeducation.org
Street Address	E-mail Address
Irvine, CA 92617	
City, State, Zip code	Tax Identification or Social Security Number

Services

*SEE ATTACHED QUOTE #00012651

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

July 1, 2023 through June 30, 2025	8:00am - 5:00pm	
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 30,000.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 30,000.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

MIND Education
5281 California Avenue, Suite 300
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindeducation.org

Please submit purchase orders:
By email: purchaseorders@mindeducation.org
By Fax: 1-866-569-7014
You can view our technical requirements here.
Thank you for being an ST Math partner!

Created Date	6/5/2023
Quote Number	00012651
Expiration Date	9/1/2023
Partnership Manager	Emily Young
Partnership Manager Email	eyoung@mindeducation.org
Renewal Rep	Mary Jane Smith
Renewal Rep Email	mjsmith@mindeducation.org
Education Success Manager	Annie McGavren
Education Success Manager Email	amcgavren@mindeducation.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	Quantity	Detail Description	Total Price
Upgrade to Onsite Professional Learning	12.00	Upgrade to Onsite Professional Learning - One (1) Session upgraded to be delivered onsite/in-person by MIND Professional Learning. - Professional learning sessions must be used within 24 months from the date of purchase.	USD 12,000.00
Professional Learning - Onsite (Day)	6.00	1 Day of Instructor-Led Onsite Professional Learning at School or District Site. - To maximize instructional effectiveness, classes are capped at 25 participants. - Events that require consultant air travel must be booked two weeks in advance. - Professional learning days must be used within 24 months from the date of purchase.	USD 18,000.00
ST Math Champion Empowerment Program	1.00	ST Math Site Lead/Coach Empowerment Program - Two-year program that immerses Site Lead/Coach in specialized training and support - Up to 25 Site Lead/Coaches per training - Includes One (1) Onsite Professional Learning Day per year - Includes Five (5) Virtual Site Lead/Coach Support Webinars per year	USD 16,000.00
MIND in Kind	1.00	*This offer of MIND in Kind support is contingent upon applicant's two year commitment to ST Math Professional Development.	USD -16,000.00

Subtotal	USD 30,000.00
Grand Total	USD 30,000.00

Start Date	7/1/2023
End Date	6/30/2025

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at http://www.mindeducation.org/misc/terms/.

MIND Education 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.mindeducation.org/misc/privacy/.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #23-82 – Karen Recinos (DeGenna/Fox/Haber)

Karen Recinos will provide professional learning to support implementation of mathematics instruction and professional learning centered around Oxnard School District's Mathematics Pedagogy Statement. Contractor will engage faculty in challenging assumptions regarding what it means to be a competent mathematician and what it means to engage in meaningful mathematics. Using the CA Mathematics Framework and Standards, contractor will support the engagement of students with deep mathematical ideas through tasks that support multiple entry points, via counting collections and problem solving for K-5 math.

Term of Agreement: July 1, 2023 through June 30, 2024

FISCAL IMPACT:
Not to exceed $48,800.00 – Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Manager, Mathematics, the Executive Director, Teaching and Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-82 with Karen Recinos.

ADDITIONAL MATERIALS:

Attached: Agreement #23-82, Karen Recinos (4 Pages)
Proposal (2 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-82

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Karen Recinos, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Karen Recinos
Provider

818-384-1251
Telephone Number

5502 Bevis Avenue
Street Address

recinossuly@gmail.com
E-mail Address

Sherman Oaks, CA 91411
City, State, Zip code

Tax Identification or Social Security Number

Services

*SEE ATTACHED PROPOSAL

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

July 1, 2023 through June 30, 2024
Date(s) of Service

8:00am - 5:00pm
Hour(s) of Service

Location

Fees

Compensation for Services	$ 48,800.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 48,800.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Karen Recinos		
Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

Professional Learning
Service Proposal between
Oxnard School District and Karen S. Recinos Alvarado (Contractor)
July 1, 2023- June 30, 2024

Scope of Work

Objectives:

- Support the ongoing growth and development toward realizing Oxnard Unified's Mathematics Vision for Instruction & Assessment.
- Provide Professional Learning to support teachers in delivering high-quality mathematics instruction and supporting all learners using the newly adopted math curriculum.
- Proactively addressing unfinished learning through the strategic teaching of grade-level standards and embedded supports for prior grade-level standards.

Timeline:

The timeline is set for the 2023 - 2024 school year, beginning July 1st and ending June 30th. The scope of work will be designed and coordinated with district instructional leaders and district mathematics coaches

Overview of Work:

- ***Strategic Planning for Mathematics*** **Instruction**
  Collaboratively, district leaders, Ed Partners, and Math coaches will create and implement mathematics centered around Oxnard's Mathematics Pedagogy Statement: Coaches will engage faculty in challenging assumptions regarding what it means to be a competent mathematician and what it means to engage in meaningful mathematics. Using the CA Mathematics Framework and Standards, Math coaches will support students' engagement with deep mathematical ideas through tasks that support multiple entry points.
- ***Mathematics Leadership Collaboration:***
  Coaches will conference with district Instructional leaders to collaborate in planning and support of ongoing School Site Embedded Professional Learning. These meetings will
- ***Problem Solving/Counting Collections Workshop***: Thursday, Aug. 10, 2023- full-day, 2 sessions, 3 hours each not to exceed 72 participants per session.
- ***Embedded Teacher Professional Learning & Support***
  Provide on-site support to teachers and grade-level teams. Coaching support may include but is not limited to, coaching, co-teaching, planning, observation, and debriefing
- **Contractor/Coach:**

Karen S. Recinos Alvarado,
email: recinossuly@gmail.com ,
address: 5502 Bevis Ave.
Sherman Oaks, CA 91411
phone: (818) 384-1251

Cost/Payment/Fees:

All work will be billed at the daily rate of $2200.

- Strategic Planning, Leadership Collaboration and Communication not to exceed: 3 days ($6600)
- In-Person Site-Based Professional Learning and Support: Coach will work with three school sites, dates and times to be determined- Not to exceed 18 days ($39,000)
- District-wide Math Problem Solving Workshop: August 10, 2023 Facilitation and planning $3200

Costs and Fees not to exceed **$ 48,800**

Electronic Funds Transfer is preferred, or checks payable to: Jennifer Schexnayder see attached W9

A. **Non-payment:** If payment is not received within 60 days, interest will be charged at a rate of 10% per annum until paid in full. In addition, if the matter is sent to a collection agency, it is agreed that the district will pay any and all collection costs and reasonable attorney's fees.

B. **Cancellation Policy:** Notice of any cancellations **must be given in writing 30 days** prior to the first scheduled workshop. After that time, the district will still be charged the full amount of scheduled sessions. (Dates to be agreed upon before work commences. In-Person Coaching may be rescheduled within 60 days of the original date. (minimum 48 hours notice requested)

C. **Agreement:** District will create a service agreement to engage services.

If this proposal meets your approval, please send proposed service agreement to Karen S. Recinos Alvarado at: recinossuly@gmail.com
Thank you.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Support Services Agreement

Ratification of Agreement #23-85 - Action Preparedness Training (DeGenna/Fox/Nocero/Shea)

Glenda C. Mahon of Action Preparedness Training will provide CPR training and First Aid training to teachers and support staff as needed for the 2023-2024 school year.

Action Preparedness Training offers OSHA and EMSA compliant CPR/AED and First Aid training classes to school staff at a special rate. Certification is valid for 2 years. Classes typically run from 4-6 hours.

Term of Agreement: August 1, 2023 through June 30, 2024

FISCAL IMPACT:
Not to exceed $4,500.00: $2,925.00 – General Fund
$1,575.00 – Expanded Learning Opportunity Program

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, the Director, Enrichment & Specialized Programs, the Executive Director, Teaching & Learning, and the Interim Superintendent that the Board of Trustees ratify Agreement #23-85 with Action Preparedness Training.

ADDITIONAL MATERIALS:
Attached: Agreement #23-85, Action Preparedness Training (4 Pages)
Proposal (1 Page)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-85

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Action Preparedness Training, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Action Preparedness Training	805-340-6333
Provider	Telephone Number
951 Woodland Avenue	ojaicpr@aol.com
Street Address	E-mail Address
Ojai, CA 93023-4156	
City, State, Zip code	Tax Identification or Social Security Number

Services

CPR/First Aid Training

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 1, 2023 through June 30, 2024	8:00am - 5:00pm	
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 4,500.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 4,500.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

Action Preparedness Training
951 Woodland Ave, Ojai CA 93023
(805) 340-6333

Proposal 2023-2024

May 10, 2023

Action Preparedness Training offers OSHA and EMSA compliant CPR/AED and First Aid training classes to school staff at a special rate. Certification is valid for 2 years. Classes typically run from 4-6 hours.

A.) As needed during the 2023-2024 school year,

B.) Cost (lump sum or hourly not to exceed-) $58 per OSD staff member

Glenda Mahon-EMT
Owner

[805] 340-6333

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Personnel Agreement

Ratification of Memorandum of Understanding #23-86 with the California Department of Education for Karen Sher to be a Visiting Educator for Two (2) Years (Torres)

The California Department of Education (CDE) has initiated multiple efforts to address the critical shortage of teachers in various regions across the state. As part of this effort, the CDE approached the District seeking to have Oxnard School District teacher Karen Sher work for the CDE as a visiting educator working on teacher recruitment efforts for a two-year period. The contract would run from August 14, 2023 until August 14, 2025. The CDE will fully reimburse the District for Ms. Sher's salary and benefit costs to the District.

The Memorandum of Understanding/ Interjurisdictional Exchange (IJE) provides:

- Teacher Karen Sher will be part of the Visiting Educators' Program to work on teacher recruitment efforts.
- The term of the agreement is August 14, 2023 until August 14, 2025
- The CDE will cover all costs related to Ms. Sher. This includes salary, STRS contributions, health benefits, etc.

FISCAL IMPACT:

The CDE will reimburse OSD for the employee's salary and benefits via a standard agreement contract. In addition to salary, reimbursement will be paid for employer's contributions toward employee benefits including health, dental, vision, life insurance, fringe and contributions to the California Public Employees' Retirement System, unemployment and workers compensation programs. The CDE will reimburse the employee directly for all travel expenses incurred, through the CDE's California Automated Travel Expense Reimbursement System, while conducting official business for the State of California during this assignment.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees ratify Memorandum of Understanding #23-86 with the CDE, as presented.

ADDITIONAL MATERIALS:

Attached: MOU #23-86 Teacher Recruitment K. Sher (11 pages)

EXHIBIT A

SCOPE OF WORK

I. GENERAL SCOPE:

The Contractor will provide services of Karen Sher to the California Department of Education (CDE), Instruction, Measurement and Administration Branch. This is an Interjurisdictional Exchange (IJE)/Visiting Educator (VE) (Government Code 19050. 8 to provide professional assistance (State Personnel Board Rule 427) to meet compelling management needs, as described herein.

II. CONTRACT MONITORS:

The CDE assigns **Cheryl Cotton, CCotton@cde.ca.gov, (916) 323-6398**, as the State Contract Monitor to oversee this project. Said State Contract Monitor is not authorized by the State to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

The Contractor assigns Dr. Scott Carroll, Director of Certificated Personnel, scarroll@oxnardsd.org, as the Contractor Monitor for the Oxnard School District. Contract Monitor to oversee this project. Said Contractor Contract Monitor is not authorized by the State to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

MEMORANDUM OF UNDERSTANDING
AGREEMENT MADE AND ENTERED AUGUST 14, 2023
BETWEEN THE STATE OF CALIFORNIA AND OXNARD SCHOOL DISTRICT

Under the provision of Government Code Section 19050.8 and State Personnel Board Rule 427, the State of California and the Oxnard School District (hereafter referred to as OSD) enter into an agreement for the assignment of Karen Sher (hereafter referred to as the employee), to the California Department of Education (hereafter referred to as CDE), the Instruction, Measurement and Administration Branch (hereafter referred to as IMAB), 1430 N Street, Sacramento, CA 95814 Suite 5408, under the following terms, conditions and policies:

I. JUSTIFICATION FOR ASSIGNMENT

The employee will be assigned to the position of Education Program Consultant (hereafter referred to as EPC) in the Instruction, Measurement and Administration Branch. The employee, under the direct supervision of the Branch Deputy will:

Serve as the statewide lead working with other offices throughout the Department, the Education Programs Consultant (EPC) works as a team leader, team member, and/or independently to implement, develop, and lead strategies to recruit more teachers and teacher candidates in the state. The incumbent will develop and lead strategies to recruit teachers of color. The EPC will coordinate with agencies involved in teacher recruitment in order to extend and maximize teacher recruitment efforts.

II. POSITION DATA AND SUPERVISION

The employee will be assigned to the position of EPC in the IMAB Branch. The employee will be assigned to perform the following tasks and responsibilities and provide a monthly report on their work to the designated OSD and CDE supervisors.

1. Develop strategies to recruit teachers to California from other states, to recruit teachers from military families, to recruit retirees, and to recruit from other sources. Co-Lead with other agencies in the establishment of grow your own programs and provide support to maximize the efforts of existing grow your own programs. Develop and carry out strategies to increase the number of substitute teachers in the state.

2. Establish goals for the number of teachers and teacher candidates to be recruited. Co-Lead with other agencies in connecting new teachers to support programs and when needed assist in providing support and trainings. Assist in leading State Superintendent of Public Instruction (SSPI) workgroups and implementing recommendations. Work as a lead on the Diversifying the Teacher Workforce Community of Practice, webinar series, and web pages as needed. Prepare and recommend changes to policies including working on bills analysis on teacher recruitment.

3. Seek partnerships with foundations, community-based partners, and Education Coalition to further SSPI teacher/educator policy goals. Coordinate with agencies involved in teacher recruitment in order to extend and maximize teacher recruitment efforts. Act as a liaison with other state agencies on teacher recruitment. Work closely with institutions of higher education and other teacher preparation programs. Represent CDE in working groups, webinars, conferences and convenings related to teacher recruitment statewide.

III. COSTS AND EXPENSE

The CDE will reimburse OSD for the employee's salary and benefits. via a standard agreement contract. In addition to salary, reimbursement will be paid for employer's contributions toward employee benefits including health, dental, vision, life insurance, fringe and contributions to the California State Teachers' Retirement System, unemployment and workers, compensation programs.

The CDE will reimburse the employee directly for all travel expenses incurred, through the CDE's California Automated Travel Expense Reimbursement System, while conducting official business for the State of California during this assignment. For travel purposes, the employee's headquarters will be designated as 1430 N Street, Sacramento, California. Additionally, the employee is permitted to work remotely.

IV. RIGHTS AND BENEFITS

The assignment of the employee to the CDE during this contract period shall not affect her status and rights as an employee of the OSD, and she will be entitled to all current and future benefits, salary and allowances for sick leave, vacation, retirement, workers' compensation, and other benefits offered to employees of the OSD. The employee will remain an employee of the OSD and will not gain any state civil service status or be eligible for benefits offered only to employees of the state as a result of this assignment. Experience obtained during this assignment will be considered administrative for open examination purposes. While the employee retains status and rights as an employee of the OSD. The CDE will fully reimburse OSD for any expense incurred while employee is assigned to the CDE.

In addition, the employee is permitted to work remotely to conduct his primary work. The CDE will support access to the network during this period.

V. APPLICATION OF RULES, REGULATIONS AND POLICIES

During the period of this assignment, the employee will be assigned responsibilities equivalent to the level of EPC. The rules and policies of both the CDE and of the State of California governing standards of conduct shall apply to the employee.

Amendments to extend the services of the Visiting Educator assignment will be contingent upon the CDE's completion of a written annual evaluation of the employee's performance in this assignment.

As required under the provision of Budget Act language, individuals providing services under a Visiting Educator Program/Interjurisdictional Exchange contract are required to provide full financial disclosure to the Fair Political Practices Commission in accordance with the rules and regulations of the Commission.

VI. TERMS OF CONTRACT

This contract will commence on August 14, 2023 and will terminate on August 14, 2025. This contract may be terminated before the expiration date by either party with a thirty-day written advance notice.

X _____

Cheryl Cotton, California Department of Educ...
Deputy Superintendent, IMAB

Date:

X _____

Karen Sher
Employee, Oxnard School District

Date:

X

_____

Dr. Natalia Torres
Assistant Superintendent, Human Resources
Oxnard School District

Date:

EXHIBIT B

BUDGET DETAIL AND PAYMENT PROVISIONS

I. INVOICING AND PAYMENT:

For services satisfactorily rendered, and Upon receipt and approval of the invoices, the State agrees to compensate the Contractor for actual expenditures incurred in accordance with the rates specified herein, which is attached hereto and made a part of this agreement.

Invoices shall include the **Agreement Number CNXXX** and shall be submitted in arrears, not more frequently than monthly in duplicate to:

California Department of Education
Instruction, Measurement and Administration Branch
1430 N Street, Suite 5408
Sacramento, CA 95814
Attention: Cheryl Cotton
Email: CCotton@cde.ca.gov

The Contractor may bill the CDE and be paid as the Oxnard School District.

II. PAYMENT:

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with Section 927.

III. BUDGET CONTINGENCY CLAUSE (Rev. 9/12):

A. It is mutually understood between the parties that this Agreement may have been written before ascertaining the availability of congressional or legislative appropriation of funds, for the mutual benefit of both parties in order to avoid program and fiscal delays that would occur if the Agreement were executed after that determination was made.

B. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions, or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.

C. It is mutually agreed that if the Congress or the State Legislature does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.

D. Pursuant to GC, Section 927.13, no late payment penalty shall accrue during any time period for which there is no Budget Act in effect, nor on any payment or refund that is the result of a federally mandated program or that is directly dependent upon the receipt of federal funds by a state agency.

E. CDE has the option to terminate the Agreement under the 30-day termination clause or to amend the Agreement to reflect any reduction in funds.

IV. TRAVEL CLAUSE:

The Contractor will not be reimbursed for travel costs under this contract. Travel reimbursement will be paid directly to the individual assigned by the Contractor upon submittal of an approved Travel Expense Claim, submitted via the CalMATERS system that the CDE utilizes.

V. ESCALATOR CLAUSE:

This agreement may be amended to cover any increases in salary or benefits for the fiscal year, which are approved and implemented by the Contractor's governing board within the Budget Act cap, if any.

EXHIBIT C

BUDGET by FISCAL YEAR
Karen Sher VE Contract 2023-2025

EXHIBIT D

SPECIAL TERMS & CONDITIONS

I. RESOLUTION OF DISPUTES:

If the Contractor disputes any action by the CDE Contract Monitor arising under or out of the performance of this contract, the Contractor shall notify the CDE Contract Monitor of the dispute in writing and request a claims decision. The CDE Contract Monitor shall issue a decision within 30 days of the Contractor's notice. If the Contractor disagrees with the CDE Contract Monitor's claims decision, the Contractor shall submit a formal claim to the Superintendent of Public Instruction or the Superintendent's designee. The decision of the Superintendent shall be final and conclusive on the claim unless the decision is arbitrary, capricious, or grossly erroneous or if any determination of fact is unsupported by substantial evidence. The decision may encompass facts, interpretations of the contract, and determinations or applications of law. The decision shall be in writing following an opportunity for the Contractor to present oral or documentary evidence and arguments in support of the claim. The Contractor shall continue with the responsibilities under this Agreement during any dispute.

II. RIGHT TO TERMINATE (Rev. 5/07):

This agreement may be terminated before the expiration date by either party subject to thirty (30) days written advance notice.

However, the agreement can be immediately terminated for cause. The term "for cause" shall mean that the Contractor fails to meet the terms, conditions, and/or responsibilities of the contract. In this instance, the contract termination shall be effective as of the date indicated on the State's notification to the Contractor.

III. TERMINATION FOR TARGETS OF ECONOMIC SANCTIONS; EXECUTIVE ORDER N-6-22 – RUSSIA SANCTIONS:

On March 4, 2022, Governor Gavin Newsom issued Executive Order N-6-22 (the EO) regarding Economic Sanctions against Russia and Russian entities and individuals. “Economic Sanctions” refers to sanctions imposed by the U.S. government in response to Russia’s actions in Ukraine, as well as any sanctions imposed under state law. The EO directs state agencies to terminate contracts with, and to refrain from entering any new contracts with, individuals or entities that are determined to be a target of Economic Sanctions. Accordingly, should the State determine Contractor is a target of Economic Sanctions or is conducting prohibited transactions with sanctioned

individuals or entities, that shall be grounds for termination of this agreement. The State shall provide Contractor advance written notice of such termination, allowing Contractor at least 30 calendar days to provide a written response. Termination shall be at the sole discretion of the State.

IV. ICT ACCESSIBILITY REQUIREMENTS (05/2018):

Unless the scope of work expressly provides that the CDE shall be responsible for all 508 compliance:

A. Contractor shall, in accordance with California Government Code section 11135 (which requires state agencies to comply with Section 508 of the federal Rehabilitation Act of 1973 (Section 508)), ensure that any and all Information and Communications Technology (ICT) deliverables developed, procured, or maintained as a result of this contract shall comply with state and federal accessibility requirements, including: (i) the California Department of Education's (CDE) Web Content Accessibility Guidelines (WCAG) 2.0 at the AA level found at: http://www.w3.org/TR/WCAG20/, (ii) the CDE's Web Standards found at: https://www.cde.ca.gov/re/di/ws/webstandards.asp, and (iii) the CDE's Web Application Review Team (WebART) review process found at: https://www.cde.ca.gov/re/di/ws/webartproc.asp.

B. The definition of "Information and Communications Technology" or "ICT" includes but is not limited to: computer hardware, software, cloud services, websites, web content, web or mobile application, office documents (e.g., MS Word, MS Excel, MS PowerPoint, PDF), multimedia, social media, email, and electronic devices.

C. Contractor shall employ a section 508 compliance expert with qualifications and experience acceptable to the CDE to: (i) advise Contractor during ICT deliverable development, and (ii) certify in writing on behalf of Contractor that the ICT deliverables are fully compliant with the standards in subsection A above and Section 508 prior to submission to, or use by, the CDE. Such certification shall also include a statement describing precise methods by which compliance was determined, along with the results of testing. The Contractor is responsible for any costs associated with breach of such certification.

D. Upon CDE's request, the Contractor must provide to the CDE all source files for ICT deliverables to the CDE for the purpose. of improving accessibility. This may include non-proprietary code, unedited pictures and video, and original documents prior to PDF conversion among others.

V. PROHIBITION OF DISCRIMINATION:

In addition to the non-discrimination requirements in General Terms and Conditions attached as Exhibit C, Contractor and its subcontractors shall comply with Education Code section 220, which prohibits any person from discriminating on the basis of any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted in connection with this contract.

VI. HEALTH AND SAFETY:

Contractors are required to, at their own expense, comply with all applicable health and safety laws and regulations. Upon notice, Contractors are also required to comply with the state agency's specific health and safety requirements and policies. Contractors agree to include in any subcontract related to performance of this Agreement, a requirement that the subcontractor comply with all applicable health and safety laws and regulations, and upon notice, the state agency's specific health and safety requirements and policies.

EXHIBIT E

ADDITIONAL PROVISIONS

I. CONTRACTS FUNDED BY THE FEDERAL GOVERNMENT:

It is mutually understood between the parties that this contract may have been written before ascertaining the availability of congressional appropriation of funds, for the mutual benefit of both parties, in order to avoid program and fiscal delays which would occur if the contract were executed after that determination was made.

This contract is valid and enforceable only if sufficient funds are made available to the State by the United States Government for Fiscal Year(s) covered by this agreement for the purposes of this program. In addition, this contract is subject to any additional restrictions, limitations, or conditions enacted by the Congress or any statute enacted by the Congress, which may affect the provisions, terms, or funding of this contract in any manner.

It is mutually agreed that if Congress does not appropriate sufficient funds for the program, this contract shall be amended to reflect any reduction in funds.

The CDE has the option to void the contract under the 30-day cancellation clause or to amend the contract to reflect any reduction of funds.

The recipient shall comply with the reporting requirements set forth in Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 CFR Part 200.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #23-91 – Learning Genie Inc. (DeGenna/Fox)

The Oxnard School District will be utilizing Learning Genie Inc. as the platform to record Desired Results Developmental Profile (DRDP) assessment data for TK students. Learning Genie Inc. will provide professional development on the use of the platform including collecting assessment data, entering ratings (Scores), running reports to assist teachers in planning instruction, and reporting outcomes.

Term of Agreement: August 10, 2023 through June 30, 2024

FISCAL IMPACT:
Not to Exceed: $4,999.00 – Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Executive Director, Teaching & Learning and the Interim Superintendent that the Board of Trustees ratify Agreement #23-91 with Learning Genie Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #23-91, Learning Genie Inc. (4 Pages)
Proposal (2 Pages)

Oxnard School District

Short-Term Services Agreement

Use ONLY for low cost, low risk, short-term services – No Sub-Contractors

Requisition Number

Purchase Order Number

23-91

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 23, 2023 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Learning Genie Inc., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Learning Genie Inc.	760-933-7039
Provider	Telephone Number
5860 Owens Avenue, Suite 250	executive assistant@learning-genie.com
Street Address	E-mail Address
Carlsbad, CA 92008	
City, State, Zip code	Tax Identification or Social Security Number

Services

Provide Professional Development

Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 10, 2023 through June 30, 2024	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 4,999.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 4,999.00

☑ W-9 received

Payment. District will pay Provider within 30 days after receipt of an invoice, in form and content acceptable to District, and reflecting charges for District approved costs and services performed by Provider and not previously invoiced.

Conditions. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

Nature of Relationship. The parties agree the relationship created by this Agreement is that of independent contractor. Provider understands and agrees that the Provider, officers, agents, or employees of Provider are not entitled to any benefits normally offered or conveyed to District employees, including but not limited to coverage under the California Workers' Compensation Insurance laws.

Binding Effect. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

Termination or Amendment. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

Compliance with Laws. Provider hereby agrees that Provider, and each of its officers, agents, and employees (each a "Provider Party) shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including but not limited to each of the following laws and regulations, as and if applicable:

- Provider shall be responsible for the safety of its employees and shall comply with California Code of Regulations Title 8, section 3205, COVID-19 Prevention.

- Provider shall ensure that each Provider Party who is on-site supporting school functions is compliant with all the following laws, if and as applicable:
    - Fingerprinting / criminal background investigations (see paragraph titled "Fingerprinting, below);
    - Public Health Department Orders and Guidance or other related mandates related to COVID-19, so long as such Orders and Guidance are in effect during the Term of this Agreement;
    - Tuberculosis Clearance (Education Code § 49406)

Non-Discrimination and Equal Employment Opportunity. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

Confidentiality. Provider agrees to maintain the confidentiality of all District and District-related data, information, and records including but not limited to student identifiable information and employee personnel information pursuant to all California and Federal statutory laws relating to privacy, confidentiality, and information security including but not limited to California Education Code sections 49060 – 49085 and the Family Educational Rights and Privacy Act (FERPA), that currently exist or exist at any time during the term of this Agreement. All such records and information shall be considered confidential and kept confidential by Provider and Provider's officers, agents, employees, participants, vendors, or customers.

Fingerprinting. Provider shall ensure that Provider and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. If any services will be provided on-site, or through an app or other electronic method that might allow any interaction between any student and Provider shall, prior to commencing any service hereunder, provide the District a Fingerprinting/ Criminal Background Check investigation Certificate, in form and substance satisfactory to the District. While this Agreement is in effect, Provider shall immediately provide any arrest and conviction information it receives concerning any person providing Services hereunder to the District.

Food Vendors. Ventura County Environmental Health Facilities Permit: https://vcrma.org/consumer-food-protection

❑ Mobile Food Facility permit ❑ Temporary Food Facility permit ❑ Exempt – must show documentation

Date checked by school official: _____initials: _____

Indemnification. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, administrators, managers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, reasonable legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, or customers of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, or customers. The provisions of this Indemnification do not apply to any damage or losses caused solely by the intentional misconduct of the District or any of its governing board, officers, administrators, managers, agents, employees and/or volunteers.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

Insurance. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. 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.

   Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement following Automobile Liability Insurance including non-owned and leased automobiles, as applicable with the following coverage limits:

Personal vehicles:	$500,000.00 combined single limit or
	$100,000.00 per person / $300,000.00 per accident
Commercial vehicles:	$1,000,000.00 per accident for bodily injury and property damage

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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. Absent proof of Workers' Compensation Insurance, Provider will submit a fully executed Certification of Exemption from Workers' Compensation Insurance, which District in its sole discretion may accept or reject.

d. Other Coverage as Dictated by the District. If any employee of Provider 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.

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.

e. Provider's insurance is primary and will not seek contribution from any other insurance available to the District. Provider further hereby waives any and all rights of subrogation that it may have against the District.

f. 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.

g. Endorsements. Provider's Commercial General Liability insurance and Commercial Automobile Liability coverage and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability: CG 20 26 10 01
2) Primary, non-contributory: CG 20 01 04 13
3) Waiver of subrogation: CG 24 04 05 09
4) Commercial Automobile Liability: CA 20 48 10 13

h. 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 District.

i. Insurance written on a "claims made" basis is to be renewed by the Provider for a period of three (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. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of three (3) years after completion of the Services.

j. Failure to Procure Insurance**.** Failure on the part of Provider to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement

Governing Law and Venues. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

Dispute Resolution. If any dispute arises out of or in connection with the Agreement, representatives of the Parties with authority to settle the dispute shall communicate, in person, electronically, or in writing within 30 days of written notice, in a good faith effort to resolve the dispute.

The parties agree that, in the event of any unresolved dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

If the unresolved amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the following section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

Attorney Fees. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or mediator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

Nature of Agreement. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

Counterpart Execution. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

Signature Authority. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz		
Director, Purchasing	Signature	Date

Customer Order

Professional Development

Service Start Date 08-02-2023 Service End Date 06-30-2024

Professional Development Modules (web-based) Annual PD Subscription Year 1 (2023-2024)	Price Per Module	Quantity	Subtotal
☐ 2023 Pricing: PD Basic Suite This PD Suite includes: -Self-Paced Learning Library with Certification -Group Webinar -Knowledge Base Tutorials - Ideal for 50 or less staf	$699.00	1	$699.00
☑ 2023 Pricing: PD Standard Suite This PD Suite includes: -Self-Paced Learning Library with Certification -Group Webinar -Knowledge Base Tutorials -6 hours of Live Virtual Training with a Learning Genie Specialist - customizable (4-5 sessions)	$2,499.00	1	$2,499.00
☐ 2023 Pricing: PD Premium Suite This PD Suite includes: -Self-Paced Learning Library with Certification -Group Webinar -Knowledge Base Tutorials -12 hours of Live Virtual Training with a Learning Genie Specialist - customizable (8-10 sessions)	$4,999.00	1	$4,999.00
☐ 2023 Pricing: Head Start Consulting Package This package includes: Consultation from Industry Experts (prior HS Directors / Managers) 25 hours of Live Virtual Consultation - customizable 1 Full Day On-Site Training (6-8 hrs)	$7,500.00	1	$7,500.00
☐ 2023 Pricing: PD Module Training - Additional Live Session Professional Development Additional Live Session - Customizable	$500.00	1	$500.00

☐ 2023 Pricing: Parents App Training - Additional Live Session	$500.00	1	$500.00
Parent App Additional Live Session - Customizable			
☐ 2023 Pricing: 1/2 Day Onsite Training (3-4 hr)	$1,800.00	1	$1,800.00
1/2 Day Onsite Professional Development Training to Customers per customer specifications. $1200 to $1800 depending on travel cost & group size-			
☑ 2023 Pricing: Full Day Onsite Training (6-8 hr)	$2,500.00	1	$2,500.00
Full day Onsite Professional Development Training to Customers per customer specifcations. $1500 to $2500 depending on travel cost & group size			
			$4,999.00

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #23-97 – Epic Special Education Staffing (DeGenna/Jefferson)

Epic Special Education Staffing will provide supplemental staffing to the Oxnard School District on an "as needed" basis. Epic Special Education Staffing 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.

Term of Agreement: July 27, 2023 through July 31, 2024

FISCAL IMPACT:
Not to exceed $770,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education Services and the Interim Superintendent that the Board of Trustees ratify Agreement #23-97 with Epic Special Education Staffing.

ADDITIONAL MATERIALS:

Attached: Agreement #23-97, Epic Special Education Staffing (16 Pages)
Rate Sheet (1 Page)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

23-97
Contract Number

This Services Agreement (the "Agreement") is made and entered into this 23 day of August, 2023 by and between Oxnard School District (hereinafter referred to as "District") and 3Chords Inc and TherapyTravelers LLC collectively DBA Epic Special Education Staffing (hereinafter referred to as "Provider.")

PROVIDER.

3Chords Inc and TherapyTravelers LLC
collectively DBA Epic Special Education Staffing
Provider

888-223-8002
Telephone Number

2041 Rosecrans Ave, Suite 245
Street Address

NA
Fax Number

El Segundo, CA 90245
City, State, Zip code

contracts@epicspecialeducationstaffing.com
E-mail Address

LLC 82-2788806: 3C: 45-5633628
Tax Identification or Social Security Number

License Number (if applicable)

A. District desires to engage Provider services as more particularly described on "Statement of Work" which is attached hereto and incorporated herein by this reference ("Services").

B. Provider has the necessary qualifications by reason of training, experience, preparation and organization, and is agreeable to performing and providing such Services, upon and subject to the terms and conditions as set forth below in this Agreement.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

1. **CONDITIONS**. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

2. **NATURE OF RELATIONSHIP**. The parties agree the relationship created by this Agreement is that of independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with District, and not as a partner, coventurer, agent, or employee of District, and nothing contained herein shall be construed to be inconsistent with this relationship or status. Provider is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of District or to bind the District in any manner. Except for any materials, procedures, or subject matter agreed upon between Provider and District, Provider shall have complete control over the manner and method of performing the Services.

Provider understands and agrees to independent contractor status. Provider understands and agrees that the filing and acceptance of this Agreement creates a rebuttable presumption and that the Provider, officers, agents, employees, or subcontractors of Provider are not entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance, Health Insurance, Pension Plans, or any other benefits normally offered or conveyed to District employees. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this agreement.

3. **NON-EXCLUSIVITY.**

   a. During the term of this agreement Provider may, independent of Provider's relationship with the District, without breaching this Agreement or any duty owed to the District, act in any capacity, and may render services for any other entity.

   b. During the term of this Agreement the District may, independent of its relationship with the Provider, without breaching this Agreement or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the District.

4. **SERVICES**. Provider shall provide District with the services, which are described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is an ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services. Provider shall use its best efforts to complete all phases of the Work according to such timetable. In the event that there is any delay in completion of the Work arising as a result of a problem within the control of District, Provider and District shall cooperate with each other to work around such delay. However, District shall not be responsible for any additional cost or expense to Provider as a result of such delay unless specifically agreed to in writing by the District. In addition to the specifications and/or requirements contained in the Statement of Work and any warranty given by Provider hereunder, the Statement of Work may set forth those performance criteria agreed between District and Provider whereby the District can evaluate whether Provider has satisfactorily completed the Work ("Performance Criteria"). District, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to meet its obligations under this Agreement. No substitutions of materials or service from those specified in this section shall be made without the prior written consent of the District.

5. **TIME OF PERFORMANCE**. The term of this Agreement shall commence on July 27, 20 23, and terminate on July 31, 20 24. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.

[**Note:** California *Education Code* section 17596 limits continuing contracts; contracts for work or services, or for apparatus or equipment, not to exceed five years; for materials or supplies, not to exceed three years.]

6. **PAYMENT AND EXPENSES**. All payments due to Provider are set forth in the "Schedule of Fees" attached hereto and incorporated herein by this reference. Provider shall send District periodic statements indicating Provider's fees and costs incurred and their basis and any current balance owed. If no Provider's fees or costs are incurred for a particular time period,

or if they are minimal, the statement may be held by the Provider and combined with that for the following time period unless a statement is requested by the District.

All payments due Provider are set forth in "Schedule of Fees" and shall be paid by the District within 30 days of receipt of a proper, undisputed invoice from Provider, which invoice shall set forth in reasonable detail the services performed. The District reserves the right, in its sole and absolute discretion, to reject any invoice that is not submitted in compliance with the District's standards and procedures. In the event that any portion of an invoice submitted by a Provider to the District is disputed, the District shall only be required to pay the undisputed portion of such invoice at that time, and the parties shall meet to try to resolve any disputed portion of any invoice. Invoices include the Clinician's name, discipline, hourly rate, and hours worked. Provider is unable to itemize invoices however our contractor will provide a weekly timecard for approval which will include additional details surrounding work & duties for the days.

The rates set forth in "Schedule of Fees" are not set by law, but are negotiable between Provider and District.

7. **ELECTRONIC TIMEKEEPING.** Electronic timekeeping will be provided to the District on a weekly basis. Provider will use commercially reasonable efforts to obtain signed timecards from District however, signed timecards are not required for approval to process and bill. By signing this Agreement, District acknowledges that all hours worked by the contractor will be billed to District to be paid in full in accordance with the agreed upon payment terms, regardless of approval of the timecard submitted. A rejected timecard will be subject for review by Provider, Associate, and District.

8. **SCHOOL CLOSURES.** In the event the District's school or school system is physically closed (i.e., physical closures due to inclement weather, public health emergencies), including days on which the school or school system is physically closed but continues operating or providing educational instruction virtually or through online services to students ("Remote Learning Days") or days on which the school or school system is otherwise closed to students ("Closure"), District shall remain fully obligated to remit payment to Provider for the full amount (at the agreed upon bill rate) of the total typical hours worked and contracted for each applicable consultant for each day of the District's Closure. Associate shall be ready, willing, and able to work his or her regularly scheduled hours during all Remote Learning Days via virtual instruction/meetings or online instruction/meetings. In the event of this type of closure, the Clinician will reach out to their designated district contact, provide an outline of responsibilities to complete that day, and must obtain prior approval. District has right to deny or approve. If the district contact approves the work from home hours, the Clinician may work up to the amount of hours they are contracted for that day. Should the district also include additional "make up days" onto their school year calendar, and upon agreement between Provider and District, the Clinician's assignment may extend to said date. Any additional dates and hours worked will be billed and paid accordingly.

9. **CONVERSIONS.** If the District, after evaluating the performance and potential of an Associate on the job, desires to employ the Associate directly, the District agrees to abide by certain restrictions and to pay any applicable "Conversion Fee" as provided hereinbelow. The Conversion Fee, if applicable, is payable if the District hires an assigned Associate, regardless of the employment classification on either a full time, temporary (including temporary assignments through another agency) or consulting basis within twelve (12) months after the last day of such Associate's assignment hereunder. The District acknowledges that a Conversion Fee, if applicable, is also payable if the assigned Associate is hired by a subsidiary or other related company or business of the District.

The District may elect to hire any Associate subject to payment of a fee equal to thirty- five percent (35%) of the Associate's annual total compensation, including bonuses (the "Conversion Fee"). The District will pay the Conversion Fee to Provider within 10 days of billing. In order for an Associate to be hired on as the

District's employee, the District must have a zero balance on all outstanding invoices. The foregoing hiring restriction and Conversion Fee obligations shall survive until one (1) year after the last date of service by the subject Associate at the District's facility. Provider agrees to waive its right to a Conversion Fee after an Associate has completed 2,700+ contracted hours with District.

The District shall provide Provider thirty (30) days prior written notice of its intention to offer employment to any Associate and shall immediately confirm in writing when it has extended the offer (in writing, verbally or otherwise), and when the Provider Associate accepts the offer (in writing, verbally, or otherwise). Provider will bill District for the Conversion Fee after the Provider Associate accepts District's offer. Conversion payment must be paid in full and have no outstanding balances prior to the Associate's scheduled first day as a district hire.

10. **GUARANTEED HOURS**: Hours are guaranteed regardless of student(s), District Employee(s) or District Contractor(s) absences, enrollment, or employment status. Should the caseload change due to any reason, District acknowledges that the Contractor is guaranteed these hours. Upon mutual agreement, District may reassign Contractor to another caseload.

11. **ASSIGNMENT AND SUBCONTRACTORS**. Provider shall not assign, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the prior written consent of the District, which may be withheld by the District in its sole and absolute discretion for any reason. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and sub-consultants as Provider may deem appropriate to assist in the performance of services herein, subject to the prior written approval of the District. Any attempted assignment, sublease, or transfer in violation of this Agreement shall be null and void, and of no force and affect. Any attempted assignment, sublet, or transfer in violation of this Agreement shall be grounds for the District, in its sole discretion, to terminate the Agreement

12. **TERMINATION OR AMENDMENT**. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 60 days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this agreement shall, at the option of the District, become District property. The Provider shall be entitled to receive just and equitable compensation for any satisfactory work completed on such items prior to termination of the Agreement.

    The parties to this Agreement shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

13. **NOTICE**. Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns, and may be given by:

    a. Personal delivery;

    b. Overnight commercial courier;

    c. Certified or registered prepaid U.S. mail, return receipt requested; or

    d. Electronic mail or electronic facsimile transmission; provided that if given electronically, an additional

copy shall also be delivered by a, b, or c, above.

If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the District and the Provider as follows:

Oxnard School District	3Chords Inc. and TherapyTravelers LLC collectively DBA Epic Special Education Staffing
District	Provider
Attn: **Danielle Jefferson**	Attn: Carol Cheney
1051 South A Street	2041 Rosecrans Ave, Suite 245
Street	Street
Oxnard, CA 93030	El Segundo, CA 90245
City, State, Zip Code	City, State, Zip Code

14. **WARRANTY**. Provider hereby warrants to District that the Work shall be performed in a professional and workmanlike manner consistent with the highest industry standards. For a period of one (1) year following completion of the Work, Provider shall attempt to correct or make arrangements to correct any breach of the warranty for the Work within ten (10) business days of notice from District of same.

15. **ADDITIONAL WORK**. If changes in the work seem merited by the Provider or the District, and informal consultations with the other party indicate that a change is warranted, it shall be processed by the District in the following manner:

a. A letter outlining the changes shall be forwarded to the District by the Provider with a statement of estimated changes in fee and/or time schedule.

b. A written amendment to this Agreement shall be prepared by the District and executed by all of the parties before any performance of such services or the District shall not be required to pay for the increased cost incurred for the changes in the scope of work.

Any such amendment to the Agreement shall not render ineffective or invalidate unaffected portions of this Agreement.

16. **COMPLIANCE WITH LAWS**. Provider hereby agrees that Provider, officers, agents, employees, and subcontractors of Provider shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including, but not limited to minimum wages laws and/or prohibitions against discrimination. Without limiting the generality of the foregoing, Provider shall complete the conflict of interest certification on **Exhibit C**.

Provider, officers, agents, employees and/or subcontractors of Provider shall secure and maintain in force for the full term of this Agreement, at Provider's sole cost and expense, such licenses and permits as are required by law. ~~in connection with the furnishing of all the Services, materials, or supplies necessary for completion of the Services described.~~

17. **NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**
Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

18. **INDEMNIFICATION**. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses,, including but not limited to, legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, customers or subcontractors of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, customers or subcontractors. Provider further hereby waives any and all rights of subrogation that it may have against the District. The provisions of this Indemnification do not apply to any damage or losses caused solely by the negligence of the District or any of its governing board, officers, agents, employees and/or volunteers.

19. **INSURANCE**. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. Commercial General Liability Insurance. Provider shall procure and maintain, during the term of this Agreement, the following General Liability Insurance coverage:

	Each Occurrence	Aggregate
Individual, Sole Proprietorship, Partnership, Corporation, or Other	$ 1,000,000.00	$ 2,000,000.00

Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

Any and all subcontractors hired by Provider in connection with the Services described in this Agreement shall maintain such insurance unless the Provider's insurance covers the subcontractor and its employees.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement, Automobile Liability Insurance, including non-owned and hired automobiles, as applicable with the following coverage limits:

Personal vehicles: $ 500,000.00 combined single limit or

$100,000.00 per person / $300,000.00 per accident

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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.

In the case of any such work which is subcontracted, Provider shall require all subcontractors to provide Workers' Compensation Insurance and Employers' Liability insurance for all of the subcontractor's employees to be engaged in such work unless such employees are covered by the protection afforded by the Provider's Workers' Compensation Insurance.

Absent proof of Workers' Compensation Insurance, Provider will submit a statement requesting a waiver from this requirement and indicating the reason Workers' Compensation Insurance is not required.

d. Errors and Omissions Insurance. Provider shall procure and maintain, during the term of this Agreement, Professional Liability/Errors and Omissions Insurance in an amount of the following:

e. Other Coverage as Dictated by the District. Provider shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
☒ Abuse and Molestation	$ 2,000,000.00	$4,000,000.00
☐ Pollution Liability	$ 1,000,000.00	$ 2,000,000.00
☐ Cyber Liability	$ 5,000,000.00	
☐ Other: _____	$ _____	$ _____

f. If the Provider or Provider's subcontractor(s) maintains broader coverage and/or higher limits than the minimums shown above, the District requires and shall be entitled to the broader coverage and/or higher limits maintained by the Provider. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to the District.

g. Provider's and any and all subcontractors' insurance is primary and will not seek contribution from any other insurance available to the district.

h. Certificates of Insurance. Provider and any and all subcontractors working for Provider shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the District, 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.

i. Endorsements. Provider's and any and all Provider subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability

☐ Facilities Rental or Lease: CG 20 11 10 01;

☒ Most Other services: CG 20 26 10 01.

2) Primary, Non-Contributory

☒ CG 20 01 01 13

3) Waiver of Subrogation

☒ CG 24 04 05 09

4) Commercial Automobile Liability

☒ CA 20 48 10 13

j. Provider's and any and all Provider subcontractor's Commercial General Liability insurance shall provide a list of endorsements and exclusions.

k. Deductibles. Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this agreement must be declared to and approved by the District. Provider shall be responsible to pay that deductible or self-insured retention and the District shall not be responsible to pay these costs. In the event that Provider's deductibles or self-insured retentions collectively total more than $50,000.00, District reserves the right to request proof of Provider's financial solvency in relation to remittance thereof or require Provider to post a bond guaranteeing payment of the deductible, or both.

l. 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 District.

m. Insurance written on a "claims made" basis is to be renewed by the Provider and all Provider subcontractors for a period of five (5) 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.

n. Failure to Procure Insurance**.** Failure on the part of Provider, or any of its subcontractors, to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement.

20. **SAFETY AND SECURITY**. Provider shall be responsible for ascertaining from the District all of the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

Without limiting the generality of the foregoing, Provider shall comply with any applicable fingerprinting/ criminal background investigation and tuberculosis clearance requirements of the California Education Code and shall provide the certifications on **Exhibit C** prior to performance of any Services.

a. On Site Services; Student Data Access. If services require Provider to access any District facility, transport or interact in any manner (including through an app or other electronic means) with District students, or access student data, Provider and any and all subcontractors are required to comply with Education Code section 45125.1, Fingerprint certification requirements. Provider must provide proof that fingerprint certification requirements have been fulfilled prior to commencing any services for the District under this Agreement.

Provider shall certify in writing to the school district that neither the Provider nor any of its employees, agents, representatives or subcontractors who are required to submit or have their fingerprints submitted to the Department of Justice and who may interact with any District student outside the direct supervision and control of a District employee or that student's parent or legal guardian have been convicted of a felony.

b. Other Services. If Provider will not provide any services on site or have access to any student data or interact with any District student in connection with the Services, then, Provider and its subcontractors are not required to comply with Education Code section 45125.1 background check requirements. However, Provider must still complete **Exhibit C** to specify that these requirements are not applicable.

c. Tuberculosis Risk Assessment requirements (Education Code section 49406). Providers who may have more than limited contact with District students (including any Providers who provide in person tutoring or who provide any transportation services to students) are required to cause to be on file with the District a certificate from an examining physician showing that Provider, employees and/or sub providers of Provider have been examined and found free from active tuberculosis.

21. **GOVERNING LAW AND VENUES**. Provider hereby acknowledges and agrees that District is a public entity, which is subject to certain requirements and limitations. This Agreement and the obligations of District hereunder are subject to all applicable federal, state and local laws, rules, and regulations, as currently written or as they may be amended from time to time.

This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California. Provider hereby waives and expressly agrees not to assert, in any way, any claim or allegation that it is not personally subject to the jurisdiction of the courts named above. Provider further agree to waive any claim or allegation that the suit, action, or proceeding is either brought in an inconvenient forum or that the related venue is improper."

22. **DISPUTE RESOLUTION.**

a. The parties agree that, in the event of any dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

b. If the amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding section 19, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

c. If the mediator is unable to resolve the dispute, then the parties shall submit the matter to binding arbitration in Ventura County or other mutually agreed location pursuant to the rules of the American Arbitration Association (AAA), as amended or as augmented in this Agreement (the "Rules"). The parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys' fees and costs. Either party may bring an action in court to compel arbitration under this Agreement and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within 30 days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind.

The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. The document demand and response shall conform to Code of Civil Procedure section 2031. The deposition notice shall conform to Code of Civil Procedure section 2025. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025 and 2031.

~~23. **ATTORNEYS FEES.** In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or arbitrator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding~~

24. **DOCUMENT RETENTION.** After Provider's services to District conclude, Provider shall deliver ~~upon the District's request, deliver all documents for all matter in which Provider has provided services to the District, along with~~ any property of the District in Provider's possession and/or control. ~~If the District does not request District's document(s) for a particular service, Provider will retain document(s) for a period of two (2) years after the service has ended. If District does not request delivery of the document(s) for the service before the end of the two (2) year period, Provider will have no further obligation to retain the document(s) and may, at Provider's discretion, destroy it without further notice to the District. At any point during the two (2) year period, District may request delivery of the document(s).~~ All documents will be retained by district. Exceptions: Attorney work-product and medical records shall not be destroyed by provider without the prior written consent of the District.

25. **NATURE OF AGREEMENT.** This Agreement constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto; provided that the District may not be bound by any term or condition incorporated by reference (including references to any link, website or electronic document) into any document prepared by or provided to District by Provider, including any license, purchase order or other instrument.

For the avoidance of any doubt, Provider is hereby informed that any and all terms or conditions of use of any web-based service or application must be presented in PDF format to the Board of Trustees and may not be unilaterally altered by Provider during the Term of this Agreement.

THE BODY OF THIS AGREEMENT MAY NOT BE EDITED OR ALTERED BY PROVIDER.

26. **BINDING EFFECT**. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

27. **WAIVER.** No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

28. **SEVERABILITY.** It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.

29. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.

30. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.

31. **COUNTERPART EXECUTION: ELECTRONIC DELIVERY.** This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission, and shall have the same legal effect as an "ink-signed" original.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above. By signing below, Provider certifies that it has not altered any provision of the body of this Agreement.

OXNARD SCHOOL DISTRICT	3Chords Inc and TherapyTravelers LLC collectively DBA Epic Special Education Staffing
District	Provider
By: _____	_____
Signature	Signature
Lisa A. Franz	Carol Cheney
Name	Name
Director, Purchasing	President
Title	Title

23-97

Contract Number

STATEMENT OF WORK

DESCRIPTION OF WORK:

Provide Supplemental Special Education Staffing

WORK SCHEDULE:

Per District Calendar

SCHEDULE OF FEES

FEES:

Compensation for Services	$ **770,000.00**
Actual and Necessary Travel Expenses	$ **0.00**
Other Expenses	$ **0.00**
Total Amount not to Exceed	$ **770,000.00**
Deposit	$ **N/A**
Balance Due after Completion of Services	$

Proper invoicing is required. Receipts for expenses are required. Canceled checks are not accepted as receipts.

PAYMENT SCHEDULE:

Monthly as Invoiced, Net 30

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: August 23, 20 23

Provider: 3Chords Inc. and TherapyTravelers LLC collectively DBA Epic Special Education Staffing

I. Fingerprinting/Criminal Background Certification (Education Code Section 45125.1)

Provider and its subconsultant's and their employees, agents and representatives (each, a "Provider Party") are required to submit fingerprints to the California Department of Justice (CDOJ) if they may interact with any student outside of the immediate supervision and control of the student's parent or guardian or a District employee in connection with the Services. Provider certifies to the Superintendent and the Board of Trustees of the District that it is, or prior to providing any Service under this Agreement will be, in compliance with the requirements of Education Code section 45125.1, as follows (Provider to check one box):

☑ Provider will ensure that any Provider Party who: (a) might access a District facility and/or interact with a District pupil in any manner (including through an educational app or cloud-based system) outside of the immediate supervision and control of the student's parent or guardian or a District employee OR (b) who was identified by District as a person requiring clearance pursuant to §45125.1(c) has, prior to providing any Service, submitted fingerprints to the CDOJ and that Provider has received from the CDOJ a valid criminal records summary as described in §44237 for said Provider Party. Provider will not allow any person who has been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code §1192(c) to provide any Service. Provider will not allow any such Provider Party to perform any Service until Provider ascertains that the CDOJ has cleared that person and a record compliant with Education Code § 45125.1 is on file with Provider.

☐ The fingerprinting requirements **do not apply** because the Services are being provided on an emergency or exceptional situation as contemplated under section § 45125.1(b).

☐ The fingerprinting requirements **do not apply** because Provider Parties will have no opportunity to interact with a District students in any manner because: (i) no school-site Services or Services concerning student records will be provided; and/or (ii) the Services will be provided at a school site while students are not present (vacant, under construction etc.).

By signing below I certify, under penalty of perjury, that: (i) I am an authorized representative of Provider qualified to provide this Certification; (ii) the information above concerning compliance with Education Code Section 45125.1 is accurate and complete as of the date hereof; and (iii) during the term, I will immediately inform District if any CDOJ report is changed or updated with respect to Provider Party. Documents provided by th e CDOJ will be retained by Provider and available for inspection by District or its representative(s) upon request.

Carol Cheney, President
Name/ Title of Authorized Representative

Signature/ Date

II. Tuberculosis Risk Assessments Certification (Education Code Section 49406). With respect to Education Code § 49406, I do hereby ***certify, represent and warrant*** to District's Superintendent and Board of Trustees as follows (Provider to check the applicable statement below):

☐ Provider Parties, any subconsultants, and any respective employees, representatives or agents will, in connection with the provision of Services under this Agreement, have ***only limited or no contact*** with any District student(s).

☑ Provider Parties may, in connection with the provision of Services, have more than limited contact with District students. Therefore, the Provider has for each such Provider Party: (A) obtained and filed proof on completion of the required TB risk assessment(s) and (B) if deemed necessary by a physician/surgeon, obtained and filed copies of their TB examination(s), all in compliance with the provisions of Education Code § 49406. Provider will maintain a current list of all such Provider Parties and will provide a copy to District upon request.

By signing below I certify, under penalty of perjury, that I am an authorized representative of Provider qualified to provide this Certification, that the information above concerning compliance with Education Code § 49406 is accurate and complete as of the date hereof, and that, during the Term, I and all Provider Parties will satisfy all applicable tuberculosis clearance requirements before having more than limited contact with District students.

Carol Cheney, President
Name/ Title of Authorized Representative

Signature/ Date

23-97
Contract Number

III. Conflict of Interest Certification

The Provider represents and warrants that he/she/it presently has no interest, and shall not acquire any interest, direct or indirect, financial or otherwise, which conflicts in any manner with District or with the performance of the Services. Provider understands that District will not engage any person having such conflict of interest to perform the Services. Provider agrees that if any facts come to its attention which raises any questions as to the applicability of conflict of interest laws, it shall immediately inform the District's designated representative and provide all information needed for resolution of this question.

Provider

EPIC SPECIAL EDUCATION STAFFING™
FORMERLY THERAPYTRAVELERS

Oxnard School District Rate Sheet for 2023/2024

Epic Special Education Staffing is a national Special Education talent and staffing solutions firm that caters to school districts, clinicians, and educators across the country.

Discipline	Rates
SLP	$95-$130+
SLP – CFY	$88-$100+
SLPA	$75-$85+
School Psychologist	$90-$140+
BCBA	$90-$130+
Social Worker	$88-$110+
Counselor	$85-$105+
LMFT	$85-$110+
OT	$90-$115+
COTA	$70-$80+
PT	$90-$110+
PTA	$70-$80+
RN	$88-$115+
LPN	$69-$80+
Behavior Interventionist	$60-$75+
RBT	$60-$75+
Para Educator	$60-$70+
Direct Business Agreement Contract (Separate Agreement will be provided for these services)	
Special Education Teacher	$90-$120+

*Mileage is billed at the current IRS rate

Rates vary depending upon the scope of the contract, location, duration and available therapists and can be discussed on a case by case basis. In addition to the various expenses, ESES provides ongoing support to each contractor and offers a variety of tools and resources to ensure candidates are continually evolving their skillsets to better service the district, students, and families. We provide training resources, Mentorship options and conduct ongoing educational webinars. This is a great cost-saving solution to ensure district compliance is met and students are provided services without interruption. The potential to negotiate will be considered on a case-by-case basis.

Regards,

Carol Cheney |President|O:888-223-8002 |**CONTRACTS**: contracts@therapytravelers.com

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section C: Support Services Agreement

Ratification of Agreement #23-101 - Diane Turini-Mize, LMFT, SEP (DeGenna/Fox/Nocero)

Diane Mize. will provide individual and/or family psychotherapy for students in Kindergarten - 8th grade in the Oxnard School District. She will assess and treat students whose inappropriate school behavior affects his/her classroom learning. Her extensive training in complex trauma resolution addresses those classroom behaviors which impacts the student's academic achievement and the learning of others. She will facilitate student learning of anger management and decision-making skills, and will also facilitate transition of students returning to their mainstreamed classroom in the Oxnard School District.

Diane Mize will attend weekly meetings with the Director of Pupil Services, and she will participate in district monthly and site weekly/biweekly Opportunity Class meetings. She will also attend professional learning opportunities provided for school counselors to provide continuity of care for Tier 1 students. She also has the capability to work via HIPAA compliant tele-health if needed.

Term of Agreement: August 16, 2023 through June 30, 2024

FISCAL IMPACT:
Not to exceed $92,000.00 – MAA Funds

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, the Executive Director, Teaching & Learning and the Interim Superintendent that the Board of Trustees ratify Agreement #23-101 with Diane Turini-Mize.

ADDITIONAL MATERIALS:

Attached: Agreement #23-101, Diane Turini Mize (15 Pages)
Proposal (1 Page)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

23-101

Contract Number

This Services Agreement (the "Agreement") is made and entered into this 23rd day of August, 2023 by and between Oxnard School District (hereinafter referred to as "District") and Diane Turini Mize, LMFT, SEP, (hereinafter referred to as "Provider.")

PROVIDER.

Diane Turini Mize, LMFT, SEP	805-405-0718
Provider	Telephone Number
4309 Deepwell Lane	
Street Address	Fax Number
Moorpark, CA 93021	dmize@oxnardsd.org
City, State, Zip code	E-mail Address
Tax Identification or Social Security Number	License Number (if applicable)

A. District desires to engage Provider services as more particularly described on "Statement of Work" which is attached hereto and incorporated herein by this reference ("Services").

B. Provider has the necessary qualifications by reason of training, experience, preparation and organization, and is agreeable to performing and providing such Services, upon and subject to the terms and conditions as set forth below in this Agreement.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

1. **CONDITIONS**. Provider will have no obligation to provide services until District returns a signed copy of this Agreement.

2. **NATURE OF RELATIONSHIP**. The parties agree the relationship created by this Agreement is that of independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with District, and not as a partner, coventurer, agent, or employee of District, and nothing contained herein shall be construed to be inconsistent with this relationship or status. Provider is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of District or to bind the District in any manner. Except for any materials, procedures, or subject matter agreed upon between Provider and District, Provider shall have complete control over the manner and method of performing the Services.

Provider understands and agrees to independent contractor status. Provider understands and agrees that the filing and acceptance of this Agreement creates a rebuttable presumption and that the Provider, officers, agents, employees, or subcontractors of Provider are not entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance, Health Insurance, Pension Plans, or any other benefits normally offered or conveyed to District employees. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this agreement.

3. **NON-EXCLUSIVITY.**

   a. During the term of this agreement Provider may, independent of Provider's relationship with the District, without breaching this Agreement or any duty owed to the District, act in any capacity, and may render services for any other entity.

   b. During the term of this Agreement the District may, independent of its relationship with the Provider, without breaching this Agreement or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the District.

4. **SERVICES**. Provider shall provide District with the services, which are described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is an ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services. Provider shall use its best efforts to complete all phases of the Work according to such timetable. In the event that there is any delay in completion of the Work arising as a result of a problem within the control of District, Provider and District shall cooperate with each other to work around such delay. However, District shall not be responsible for any additional cost or expense to Provider as a result of such delay unless specifically agreed to in writing by the District. In addition to the specifications and/or requirements contained in the Statement of Work and any warranty given by Provider hereunder, the Statement of Work may set forth those performance criteria agreed between District and Provider whereby the District can evaluate whether Provider has satisfactorily completed the Work ("Performance Criteria").

   Provider, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to meet its obligations under this Agreement. No substitutions of materials or service from those specified in this section shall be made without the prior written consent of the District.

5. **TIME OF PERFORMANCE**. The term of this Agreement shall commence on August 16, 20 23, and terminate on June 30, 20 24. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.

   [**Note:** California *Education Code* section 17596 limits continuing contracts; contracts for work or services, or for apparatus or equipment, not to exceed five years; for materials or supplies, not to exceed three years.]

6. **PAYMENT AND EXPENSES**. All payments due to Provider are set forth in the "Schedule of Fees" attached hereto and incorporated herein by this reference.

   Provider shall send District periodic statements indicating Provider's fees and costs incurred and their basis and any current balance owed. If no Provider's fees or costs are incurred for a particular time period,

or if they are minimal, the statement may be held by the Provider and combined with that for the following time period unless a statement is requested by the District.

All payments due Provider are set forth in "Schedule of Fees" and shall be paid by the District within 30 days of receipt of a proper, undisputed invoice from Provider, which invoice shall set forth in reasonable detail the services performed. The District reserves the right, in its sole and absolute discretion, to reject any invoice that is not submitted in compliance with the District's standards and procedures. In the event that any portion of an invoice submitted by a Provider to the District is disputed, the District shall only be required to pay the undisputed portion of such invoice at that time, and the parties shall meet to try to resolve any disputed portion of any invoice.

The rates set forth in "Schedule of Fees" are not set by law, but are negotiable between Provider and District.

7. **ASSIGNMENT AND SUBCONTRACTORS**. Provider shall not assign, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the prior written consent of the District, which may be withheld by the District in its sole and absolute discretion for any reason. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and sub-consultants as Provider may deem appropriate to assist in the performance of services herein, subject to the prior written approval of the District. Any attempted assignment, sublease, or transfer in violation of this Agreement shall be null and void, and of no force and affect. Any attempted assignment, sublet, or transfer in violation of this Agreement shall be grounds for the District, in its sole discretion, to terminate the Agreement

8. **TERMINATION OR AMENDMENT**. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 60 days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this agreement shall, at the option of the District, become District property. The Provider shall be entitled to receive just and equitable compensation for any satisfactory work completed on such items prior to termination of the Agreement.

   The parties to this Agreement shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

9. **NOTICE**. Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns, and may be given by:

   a. Personal delivery;

   b. Overnight commercial courier;

   c. Certified or registered prepaid U.S. mail, return receipt requested; or

   d. Electronic mail or electronic facsimile transmission; provided that if given electronically, an additional copy shall also be delivered by a, b, or c, above.

If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the District and the Provider as follows:

Oxnard School District	Diane Turini Mize, LMFT, SEP
District	Provider
Attn: Dr. Jodi Nocero	Attn: Diane Turini Mize
1051 South A Street	4309 Deepwell Lane
Street	Street
Oxnard, CA 93030	Moorpark, CA 93021
City, State, Zip Code	City, State, Zip Code

10. **WARRANTY**. Provider hereby warrants to District that the Work shall be performed in a professional and workmanlike manner consistent with the highest industry standards. For a period of one (1) year following completion of the Work, Provider shall correct or make arrangements to correct any breach of the warranty for the Work within ten (10) business days of notice from District of same.

11. **ADDITIONAL WORK**. If changes in the work seem merited by the Provider or the District, and informal consultations with the other party indicate that a change is warranted, it shall be processed by the District in the following manner:

    a. A letter outlining the changes shall be forwarded to the District by the Provider with a statement of estimated changes in fee and/or time schedule.

    b. A written amendment to this Agreement shall be prepared by the District and executed by all of the parties before any performance of such services or the District shall not be required to pay for the increased cost incurred for the changes in the scope of work.

    Any such amendment to the Agreement shall not render ineffective or invalidate unaffected portions of this Agreement.

12. **COMPLIANCE WITH LAWS**. Provider hereby agrees that Provider, officers, agents, employees, and subcontractors of Provider shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including, but not limited to minimum wages laws and/or prohibitions against discrimination. Without limiting the generality of the foregoing, Provider shall complete the conflict of interest certification on **Exhibit C**.

    Provider, officers, agents, employees and/or subcontractors of Provider shall secure and maintain in force for the full term of this Agreement, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of all the Services, materials, or supplies necessary for completion of the Services described.

13. **NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**
Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

14. **INDEMNIFICATION**. To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless District, its governing board, officers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses,, including but not limited to, legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, customers or subcontractors of Provider, whether such act or omission is authorized by this Agreement or not. Provider also agrees to pay for any and all damage to the real and personal property of the District, or loss or theft of such property, or damage to the Property done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees, participants, vendors, customers or subcontractors. Provider further hereby waives any and all rights of subrogation that it may have against the District. The provisions of this Indemnification do not apply to any damage or losses caused solely by the negligence of the District or any of its governing board, officers, agents, employees and/or volunteers.

15. **INSURANCE**. Provider, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

a. Commercial General Liability Insurance. Provider shall procure and maintain, during the term of this Agreement, the following General Liability Insurance coverage:

	Each Occurrence	Aggregate
Individual, Sole Proprietorship, Partnership, Corporation, or Other	$ 1,000,000.00	$ 2,000,000.00

Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

Any and all subcontractors hired by Provider in connection with the Services described in this Agreement shall maintain such insurance unless the Provider's insurance covers the subcontractor and its employees.

b. Automobile Liability. Provider shall procure and maintain, during the full term of this Agreement, Automobile Liability Insurance, including non-owned and hired automobiles, as applicable with the following coverage limits:

Personal vehicles: $ 500,000.00 combined single limit or
$100,000.00 per person / $300,000.00 per accident

c. Workers' Compensation Insurance. Provider shall procure and maintain, during the term of this 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.
In the case of any such work which is subcontracted, Provider shall require all subcontractors to provide Workers' Compensation Insurance and Employers' Liability insurance for all of the subcontractor's employees to be engaged in such work unless such employees are covered by the protection afforded by the Provider's Workers' Compensation Insurance.
Absent proof of Workers' Compensation Insurance, Provider will submit a statement requesting a waiver from this requirement and indicating the reason Workers' Compensation Insurance is not required.

d. Errors and Omissions Insurance. Provider shall procure and maintain, during the term of this Agreement, Professional Liability/Errors and Omissions Insurance in an amount of the following:

Accountants, attorneys, education consultants, nurses, therapists $1,000,000.00

e. Other Coverage as Dictated by the District. Provider shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
☑ Abuse and Molestation	$ 2,000,000.00	$4,000,000.00
☐ Pollution Liability	$ 1,000,000.00	$ 2,000,000.00
☐ Cyber Liability	$ 5,000,000.00	
☐ Other: _____	$ _____	$ _____

f. If the Provider or Provider's subcontractor(s) maintains broader coverage and/or higher limits than the minimums shown above, the District requires and shall be entitled to the broader coverage and/or higher limits maintained by the Provider. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to the District.

g. Provider's and any and all subcontractors' insurance is primary and will not seek contribution from any other insurance available to the district.

h. Certificates of Insurance. Provider and any and all subcontractors working for Provider shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the District, 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.

i. Endorsements. Provider's and any and all Provider subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the 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 reasonably acceptable to the District.

1) General Liability

❑ Facilities Rental or Lease: CG 20 11 10 01;

■ Most Other services: CG 20 26 10 01.

2) Primary, Non-Contributory

■ CG 20 01 01 13

3) Waiver of Subrogation

■ CG 24 04 05 09

4) Commercial Automobile Liability

❑ CA 20 48 10 13

j. Provider's and any and all Provider subcontractor's Commercial General Liability insurance shall provide a list of endorsements and exclusions.

k. Deductibles. Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this agreement must be declared to and approved by the District. Provider shall be responsible to pay that deductible or self-insured retention and the District shall not be responsible to pay these costs. In the event that Provider's deductibles or self-insured retentions collectively total more than $50,000.00, District reserves the right to request proof of Provider's financial solvency in relation to remittance thereof or require Provider to post a bond guaranteeing payment of the deductible, or both.

l. 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 District.

m. Insurance written on a "claims made" basis is to be renewed by the Provider and all Provider subcontractors for a period of five (5) 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.

n. Failure to Procure Insurance**.** Failure on the part of Provider, or any of its subcontractors, to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Agreement.

16. **SAFETY AND SECURITY**. Provider shall be responsible for ascertaining from the District all of the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

Without limiting the generality of the foregoing, Provider shall comply with any applicable fingerprinting/ criminal background investigation and tuberculosis clearance requirements of the California Education Code and shall provide the certifications on **Exhibit C** prior to performance of any Services.

a. On Site Services; Student Data Access. If services require Provider to access any District facility, transport or interact in any manner (including through an app or other electronic means) with District students, or access student data, Provider and any and all subcontractors are required to comply with Education Code section 45125.1, Fingerprint certification requirements. Provider must provide proof that fingerprint certification requirements have been fulfilled prior to commencing any services for the District under this Agreement.

Provider shall certify in writing to the school district that neither the Provider nor any of its employees, agents, representatives or subcontractors who are required to submit or have their fingerprints submitted to the Department of Justice and who may interact with any District student outside the direct supervision and control of a District employee or that student's parent or legal guardian have been convicted of a felony.

b. Other Services. If Provider will not provide any services on site or have access to any student data or interact with any District student in connection with the Services, then, Provider and its subcontractors are not required to comply with Education Code section 45125.1 background check requirements. However, Provider must still complete **Exhibit C** to specify that these requirements are not applicable.

c. Tuberculosis Risk Assessment requirements (Education Code section 49406). Providers who may have more than limited contact with District students (including any Providers who provide in person tutoring or who provide any transportation services to students) are required to cause to be on file with the District a certificate from an examining physician showing that Provider, employees and/or sub providers of Provider have been examined and found free from active tuberculosis.

17. **GOVERNING LAW AND VENUES**. Provider hereby acknowledges and agrees that District is a public entity, which is subject to certain requirements and limitations. This Agreement and the obligations of District hereunder are subject to all applicable federal, state and local laws, rules, and regulations, as currently written or as they may be amended from time to time.

This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California. Provider hereby waives and expressly agrees not to assert, in any way, any claim or allegation that it is not personally subject to the jurisdiction of the courts named above. Provider further agree to waive any claim or allegation that the suit, action, or proceeding is either brought in an inconvenient forum or that the related venue is improper."

18. **DISPUTE RESOLUTION.**

a. The parties agree that, in the event of any dispute under the agreement in which the amount sought is $5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

b. If the amount in dispute exceeds $5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding section 19, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

c. If the mediator is unable to resolve the dispute, then the parties shall submit the matter to binding arbitration in Ventura County or other mutually agreed location pursuant to the rules of the American Arbitration Association (AAA), as amended or as augmented in this Agreement (the "Rules"). The parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys' fees and costs. Either party may bring an action in court to compel arbitration under this Agreement and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within 30 days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind.

The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. The document demand and response shall conform to Code of Civil Procedure section 2031. The deposition notice shall conform to Code of Civil Procedure section 2025. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025 and 2031.

19. **ATTORNEYS FEES.** In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or arbitrator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding

20. **DOCUMENT RETENTION.** After Provider's services to District conclude, Provider shall, upon the District's request, deliver all documents for all matter in which Provider has provided services to the District, along with any property of the District in Provider's possession and/or control. If the District does not request District's document(s) for a particular service, Provider will retain document(s) for a period of two (2) years after the service has ended. If District does not request delivery of the document(s) for the service before the end of the two (2) year period, Provider will have no further obligation to retain the document(s) and may, at Provider's discretion, destroy it without further notice to the District. At any point during the two (2) year period, District may request delivery of the document(s).

Exceptions: Attorney work-product and medical records shall not be destroyed by provider without the prior written consent of the District.

21. **NATURE OF AGREEMENT.** This Agreement constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto; provided that the District may not be bound by any term or condition incorporated by reference (including references to any link, website or electronic document) into any document prepared by or provided to District by Provider, including any license, purchase order or other instrument.

For the avoidance of any doubt, Provider is hereby informed that any and all terms or conditions of use of any web-based service or application must be presented in PDF format to the Board of Trustees and may not be unilaterally altered by Provider during the Term of this Agreement.

THE BODY OF THIS AGREEMENT MAY NOT BE EDITED OR ALTERED BY PROVIDER.

22. **BINDING EFFECT**. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

23. **WAIVER.** No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

24. **SEVERABILITY.** It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.

25. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.

26. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.

27. **COUNTERPART EXECUTION: ELECTRONIC DELIVERY.** This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission, and shall have the same legal effect as an "ink-signed" original.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above. By signing below, Provider certifies that it has not altered any provision of the body of this Agreement.

OXNARD SCHOOL DISTRICT	Diane Turini Mize, LMFT, SEP
District	Provider
By:	
Signature	Signature
Lisa A. Franz	Diane Turini Mize
Name	Name
Director, Purchasing	LMFT, SEP
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

*PER ATTACHED PROPOSAL

WORK SCHEDULE:

PER DISTRICT CALENDAR

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 92,000.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 92,000.00
Deposit	$ 0.00
Balance Due after Completion of Services	$ ---------

Proper invoicing is required. Receipts for expenses are required. Canceled checks are not accepted as receipts.

PAYMENT SCHEDULE:

INVOICES TO BE SUBMITTED MONTHLY TO JPERAZA@OXNARDSD.ORG AND ACCOUNTSPAYABLE@OXNARDSD.ORG. TERMS ARE NET 30.

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: August 23, 20__

Provider: Diane Turini Mize, LMFT, SEP

I. Fingerprinting/Criminal Background Certification (Education Code Section 45125.1)

Provider and its subconsultant's and their employees, agents and representatives (each, a "Provider Party") are required to submit fingerprints to the California Department of Justice (CDOJ) if they may interact with any student outside of the immediate supervision and control of the student's parent or guardian or a District employee in connection with the Services. Provider certifies to the Superintendent and the Board of Trustees of the District that it is, or prior to providing any Service under this Agreement will be, in compliance with the requirements of Education Code section 45125.1, as follows (Provider to check one box):

- ■ Provider will ensure that any Provider Party who: (a) might access a District facility and/or interact with a District pupil in any manner (including through an educational app or cloud-based system) outside of the immediate supervision and control of the student's parent or guardian or a District employee OR (b) who was identified by District as a person requiring clearance pursuant to §45125.1(c) has, prior to providing any Service, submitted fingerprints to the CDOJ and that Provider has received from the CDOJ a valid criminal records summary as described in §44237 for said Provider Party. Provider will not allow any person who has been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code §1192(c) to provide any Service. Provider will not allow any such Provider Party to perform any Service until Provider ascertains that the CDOJ has cleared that person and a record compliant with Education Code § 45125.1 is on file with Provider.
- ☐ The fingerprinting requirements **do not apply** because the Services are being provided on an emergency or exceptional situation as contemplated under section § 45125.1(b).
- ☐ The fingerprinting requirements **do not apply** because Provider Parties will have no opportunity to interact with a District students in any manner because: (i) no school-site Services or Services concerning student records will be provided; and/or (ii) the Services will be provided at a school site while students are not present (vacant, under construction etc.).

By signing below I certify, under penalty of perjury, that: (i) I am an authorized representative of Provider qualified to provide this Certification; (ii) the information above concerning compliance with Education Code Section 45125.1 is accurate and complete as of the date hereof; and (iii) during the term, I will immediately inform District if any CDOJ report is changed or updated with respect to Provider Party. Documents provided by the CDOJ will be retained by Provider and available for inspection by District or its representative(s) upon request.

_____
Name/ Title of Authorized Representative

_____
Signature/ Date

II. Tuberculosis Risk Assessments Certification (Education Code Section 49406). With respect to Education Code § 49406, I do hereby ***certify, represent and warrant*** to District's Superintendent and Board of Trustees as follows (Provider to check the applicable statement below):

- ☐ Provider Parties, any subconsultants, and any respective employees, representatives or agents will, in connection with the provision of Services under this Agreement, have ***only limited or no contact*** with any District student(s).
- ■ Provider Parties may, in connection with the provision of Services, have more than limited contact with District students. Therefore, the Provider has for each such Provider Party: (A) obtained and filed proof on completion of the required TB risk assessment(s) and (B) if deemed necessary by a physician/surgeon, obtained and filed copies of their TB examination(s), all in compliance with the provisions of Education Code § 49406. Provider will maintain a current list of all such Provider Parties and will provide a copy to District upon request.

By signing below I certify, under penalty of perjury, that I am an authorized representative of Provider qualified to provide this Certification, that the information above concerning compliance with Education Code § 49406 is accurate and complete as of the date hereof, and that, during the Term, I and all Provider Parties will satisfy all applicable tuberculosis clearance requirements before having more than limited contact with District students.

_____
Name/ Title of Authorized Representative

_____
Signature/ Date

III. Conflict of Interest Certification

The Provider represents and warrants that he/she/it presently has no interest, and shall not acquire any interest, direct or indirect, financial or otherwise, which conflicts in any manner with District or with the performance of the Services. Provider understands that District will not engage any person having such conflict of interest to perform the Services. Provider agrees that if any facts come to its attention which raises any questions as to the applicability of conflict of interest laws, it shall immediately inform the District's designated representative and provide all information needed for resolution of this question.

Provider Initials: _____

Diane Turini Mize, LMFT, SEP
Licensed Marriage Family Therapist 38366
Somatic Experiencing® Practitioner
4309 Deepwell Lane
Moorpark, CA 93021
805-405-0718

To: Oxnard School District, 1051 South "A" Street, Oxnard, CA 93030

For: Diane Turini Mize, Licensed Marriage Family Therapist #38366

Date: April 27, 2023

RE: Proposal for Individual and/or family Psychotherapy for students K-8th grade in the Oxnard School District.

SCOPE OF WORK:

Diane Turini Mize, Licensed Marriage Family Therapist #38366 will provide individual and/or family psychotherapy for students in Kindergarten - 8th grade in the Oxnard School District. She will assess and treat students whose inappropriate school behavior affects his/her classroom learning. Her extensive training in complex trauma resolution addresses those classroom behaviors which impacts the student's academic achievement and the learning of others. In addition, she will facilitate student learning of anger management and decision making skills. She will also facilitate transition of students to their returning mainstreamed classroom in the Oxnard School District.

In addition, she will attend professional learning opportunities provided for school counselors in order to provide continuity of care for Tier 1 students. She also has the capability to work via HIPAA compliant tele-health if needed.

Diane will participate in weekly meetings with Dr. Nocero, Director of Pupil Services as support for individual students. She will participate in OSD Opportunity Class monthly meetings as well as weekly/ bi-weekly Opportunity Class site meetings.

Additional areas of expertise: Somatic Experiencing Practitioner (trauma resolution) , trained in EMDR Eye Movement Desensitization and Reprocessing (trauma resolution), trained in Capicatar Community Wellness Education, Supervisor of Marriage and Family Therapist Associates.

Dates of Service: Academic School Year 2023-2024, 5 days a week.

Consultant Compensation: $92,000

School Year: **2023-24**

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	May 15, 2023	August 23, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. 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 Oxnard School District (OSD) Student Profile. We believe that maintaining high expectations, cultivating a growth mindset, and encouraging positive behavior supports are essential keys to delivering an exceptional educational experience. Our goal is to dramatically accelerate student academic engagement and achievement across all student populations through coherent additive approaches, essential pedagogical principles and high leverage practices. 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 standards-based first instruction. School Administrators regularly use 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 Depth and Complexity, Achievement Level Descriptors, 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 meaningful 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, Zearn 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 to help provide small group targeted instruction and intervention. The teachers are using the Star Instructional Planning data and STAR mastery report 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. 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 staff meetings and Collaboration Wednesdays. grade level teams work together to analyze data, plan lessons and design 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.

At Brekke we are focused on providing Positive Behavior and Intervention Supports (PBIS) using the S.T.O.I.C. approach (Structure Setting, Teach Expectations, Observe Behaviors, Interact Positively, Correct Fluently).This approach structures the interactions among students and staff to ensure mutual respect and accelerate academic success. The S.T.O.I.C. model promotes academic focus and positive engagement. With our Positive Behavior Intervention and Supports Team, we are working with grade levels on building resilience and a growth mindset with our students and encouraging them to reach their goals. Parent meetings and workshops are held on how to partner with us for the all around success of our students.

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.

At Brekke, we create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students. We have an active PTA, School Site Council and ELAC team. We provide 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.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

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 where students represent our inclusive 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 determined that the engagement of students receiving Tier 1 instruction differs amongst classes and there is inconsistent usage of targeted small group instruction. We did see an increase in small group instruction in the 2022-2023 school year, but it is still an area for continued growth. 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 also 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 use a collaborative PLC model to construct a collective understanding of how our professional practice is impacting student learning. CAASPP, STAR, IAB's, 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 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, Zearn 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 standards-based discussions consistently focus on academic student growth.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

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 these collaboration meetings, teachers review the various assessments available to determine the level of rigor presented and the Achievement Level Descriptors to ensure all students are moving across levels. This helps teachers ensure the assessments are aligned to 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, each teacher has an opportunity to review reliable academic data and individual student concerns with the administrator. Together they identify key standards need to be prioritized 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 are referred to the SST process to determine which Tier 2 intervention will best meet the student's need.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all staff members are 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 as needed to support effective implementation.

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 as needed for assessments and data dives. 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). They provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology, 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 is 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)

Our school works within grade level teams to develop an Instructional Progress Plan to meet the expected outcomes for each grade level.

Our staff meetings and Collaboration Wednesdays are structured around 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 grade levels 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 supports the implementation 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 guidelines that govern 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 are provided for all students and 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. Students that are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These targeted interventions typically last 4-8 week. 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 Student Study Team. This team includes the principal, the classroom teacher, the outreach consultant, the parent/guardian and another 4-8 weeks of interventions. The intervention can involve the Literacy Intervention Teacher, after school tutoring, an Intervention Service Provider or a school counselor. Students are closely monitored when they receive Tier 2 intervention. Those that are still not demonstrating adequate progress may be referred for a Special Education evaluation. This process includes 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 consistently use evidence-based educational practices as part of effective first instruction to improve student outcomes. These practices include a clear focus/purpose for each lesson, standards-based SMART goals, meaningful opportunities for student engagement, ongoing checks for understanding and re-teaching as needed.

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/guardians and the community. Together, we strive to bring out the best in each other. Our school provides many opportunities throughout the year to foster parent involvement. We host family nights that focus on Brekke's pathway to success by raising our understanding and awareness of academic and social expectations, resiliency, and community. We also invite families to join us as we cheer on our students at various sport and club events. In addition, parents/guardians 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 and monthly awards assemblies that help us celebrate students for a variety of reasons. Students are recognized on campus and families are invited to celebrate their student's success.

We encourage parents to become active members of our ELAC, SSC and PTA. The counselor and Outreach Specialist 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 students and 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 partnerships throughout the 2023-2024 school year. The 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 our Parent Teacher Association are elected by other parents and staff members on an annual basis. Parent governance teams, teachers and other personnel provide input for the development of goals and fiscal allocations that are guide3d by our School Plan for Student Achievement (SPSA). Throughout the year, parent governance teams and staff members monitor the implementation and progress of our SPSA goals and revise the plan as needed.

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 are also used to support the ongoing development of PBIS at Brekke as we strive support 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 to help provide additional services and resources for our English Learners. In addition, we also receive Supplemental and Concentration LCFF funding help us promote and support high levels of student achievement.

Educational Partner 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 and opportunities for input are shared with our ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other educational partners, 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 2022-2023 SPSA, LCFF funds were allocated to provide intervention for all students. However, our data shows that we need to provide more resources for our EL, Hispanic, Filipino and Vietnamese student populations. Another inequity in the 2022-2023 SPSA involved funds allocated to extra tutoring and intervention for students. Our funds 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.18%	0.17%		1	1
African American	0.4%	0.54%	0.68%	2	3	4
Asian	4.2%	5.62%	5.48%	24	31	32
Filipino	6.4%	5.80%	5.14%	37	32	30
Hispanic/Latino	81.9%	80.07%	81.68%	474	442	477
Pacific Islander	0.2%	0.36%	0.34%	1	2	2
White	5.2%	5.07%	3.94%	30	28	23
Multiple/No Response	1.9%	2.36%	2.57%	11	13	15
			Total Enrollment	579	552	584

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	98	127
Grade 1	101	75	94
Grade 2	96	98	73
Grade3	97	89	98
Grade 4	97	97	95
Grade 5	90	95	97
Total Enrollment	579	552	584

Conclusions based on this data:

Our current enrollment shows we have 32 more students in 2022-2023 school year then we had in 2021-2022. Based on 2022-2023 enrollment data and student group populations, our Hispanic/Latino population has grown. The largest student group at Brekke is Hispanic/Latino followed by Filipino. We look at the data from all student groups to make sure the needs of each group 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	167	182	173	28.80%	33.0%	29.6%
Fluent English Proficient (FEP)	63	40	36	10.90%	7.2%	6.2%
Reclassified Fluent English Proficient (RFEP)	15			9.0%		

Conclusions based on this data:

Brekke reclassified 28 English Learners in 2022-2023. Based on this data, we need to continue to provide daily designated and integrated ELD instruction for our students. All students in TK-5th grade will continue to 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	73	2	3%	4	5%	3	4%	64	88%	4	844
Grade 1	95	10	11%	9	9%	7	7%	69	73%	4	866
Grade 2	5	5	100%	0	0%	0	0%	0	0%	1	765

Conclusions based on this data:

Our initial data review shows that Brekke has a large percentage of Grade 2 students scoring in Level 1. However, this data is based on a small sample size of nine students. The majority of our second grade students take the Star reading test instead of the Early Literacy assessment. Notably, 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	72	9	13%	15	21%	26	36%	22	31%	3	953
Grade 3	89	23	26%	21	24%	23	26%	22	25%	2	981
Grade 4	92	28	30%	19	21%	20	22%	25	27%	2	1011
Grade 5	92	34	37%	14	15%	39	42%	5	5%	2	1023

Conclusions based on this data:

In grades 3 and 4 we had over 25% 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	96	10	10%	31	32%	35	36%	20	21%	3	872
Grade 2	75	12	16%	18	24%	24	32%	21	28%	3	940
Grade 3	89	12	13%	23	26%	27	30%	27	30%	3	998
Grade 4	88	17	19%	22	25%	32	36%	17	19%	2	1023
Grade 5	92	38	41%	22	24%	20	22%	12	13%	2	1044

Conclusions based on this data:

Data for Brekke students show an increase in proficiency for students in all grade levels. Fifth grade has the smallest number of proficient students and reveals to need to provide meaningful resources and additional math instruction for fifth graders.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		86			85			85			98.8	
Grade 4		92			92			92			100.0	
Grade 5		95			95			95			100.0	
All Grades		273			272			272			99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2425.			25.88	31		27.06	27		16.47	20		30.59	19
Grade 4		2479.			28.26	36		28.26	18		23.91	17		19.57	27
Grade 5		2496.			21.05	20		29.47	25		21.05	27		28.42	26
All Grades	N/A	N/A	N/A		25.00			28.31			20.59			26.10	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.12			62.35			23.53	
Grade 4		13.04			72.83			14.13	
Grade 5		13.68			69.47			16.84	
All Grades		13.60			68.38			18.01	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.35			48.24			29.41	
Grade 4		26.09			56.52			17.39	
Grade 5		13.68			68.42			17.89	
All Grades		20.59			58.09			21.32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.59			74.12			15.29	
Grade 4		15.22			71.74			13.04	
Grade 5		11.58			77.89			10.53	
All Grades		12.50			74.63			12.87	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			58.82			21.18	
Grade 4		16.30			76.09			7.61	
Grade 5		16.84			67.37			15.79	
All Grades		17.65			67.65			14.71	

Conclusions based on this data:

Our percentages of proficient students in third and fourth grade increased . We focused on writing instruction in 2021-2022 and 2022-2023 and our data confirms that this was beneficial. We also targeted specific skills and SMART goals for individual students as needed.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		86			86			86			100.0	
Grade 4		93			93			93			100.0	
Grade 5		95			95			95			100.0	
All Grades		274			274			274			100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2436.			18.60	26		34.88	30		17.44	20		29.07	22
Grade 4		2447.			7.53	15		26.88	32		33.33	26		32.26	26
Grade 5		2468.			10.53	12		20.00	22		26.32	22		43.16	41
All Grades	N/A	N/A	N/A		12.04			27.01			25.91			35.04	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.40			46.51			22.09	
Grade 4		13.98			45.16			40.86	
Grade 5		11.58			45.26			43.16	
All Grades		18.61			45.62			35.77	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.58			47.67			26.74	
Grade 4		6.45			60.22			33.33	
Grade 5		9.47			49.47			41.05	
All Grades		13.50			52.55			33.94	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.58			60.47			13.95	
Grade 4		13.98			55.91			30.11	
Grade 5		8.42			53.68			37.89	
All Grades		15.69			56.57			27.74	

Conclusions based on this data:

In Math, all grade levels increased their percentage of students who met or exceeded benchmark when compared to the 2021-2022 school year. We focused on math instruction and consistently pulled small groups to help improve universal access by targeting specific skills. The same focus and targeting of skills will continue for 2023-2024.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1396.5			1412.1			1359.8			26	0	
1	1425.2	1462.4		1433.9	1470.5		1416.0	1453.5		23	13	
2	1444.5	1490.8		1442.1	1484.0		1446.4	1497.2		29	31	
3	1459.4	1480.0		1453.4	1480.1		1465.0	1479.4		33	25	
4	1512.0	1528.8		1510.1	1526.1		1513.4	1531.1		25	28	
5	1508.5	1539.8		1509.7	1539.7		1507.0	1539.4		11	19	
All Grades										147	116	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38			38.46			26.92			19.23			26		
1	13.64	15.38		40.91	38.46		18.18	38.46		27.27	7.69		22	13	
2	13.79	10.71		34.48	57.14		34.48	21.43		17.24	10.71		29	28	
3	6.06	4.00		33.33	40.00		42.42	40.00		18.18	16.00		33	25	
4	12.00	32.14		48.00	35.71		32.00	32.14		8.00	0.00		25	28	
5	0.00	31.58		36.36	47.37		63.64	15.79		0.00	5.26		11	19	
All Grades	10.96	18.58		38.36	44.25		34.25	29.20		16.44	7.96		146	113	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08			38.46			19.23			19.23			26		
1	22.73	30.77		36.36	46.15		22.73	15.38		18.18	7.69		22	13	
2	31.03	32.14		17.24	32.14		34.48	28.57		17.24	7.14		29	28	
3	24.24	20.00		36.36	56.00		21.21	8.00		18.18	16.00		33	25	
4	48.00	39.29		40.00	50.00		8.00	10.71		4.00	0.00		25	28	
5	27.27	52.63		63.64	36.84		9.09	10.53		0.00	0.00		11	19	
All Grades	29.45	34.51		35.62	44.25		20.55	15.04		14.38	6.19		146	113	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			30.77			34.62			34.62			26		
1	4.55	15.38		36.36	30.77		31.82	38.46		27.27	15.38		22	13	
2	3.45	10.71		37.93	50.00		34.48	25.00		24.14	14.29		29	28	
3	9.09	0.00		24.24	28.00		36.36	40.00		30.30	32.00		33	25	
4	8.00	17.86		36.00	35.71		28.00	35.71		28.00	10.71		25	28	
5	0.00	15.79		0.00	31.58		81.82	36.84		18.18	15.79		11	19	
All Grades	4.79	11.50		30.14	36.28		36.99	34.51		28.08	17.70		146	113	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.23			61.54			19.23			26		
1	40.91	53.85		40.91	46.15		18.18	0.00		22	13	
2	20.69	17.86		58.62	75.00		20.69	7.14		29	28	
3	21.21	20.00		63.64	60.00		15.15	20.00		33	25	
4	48.00	60.71		40.00	32.14		12.00	7.14		25	28	
5	18.18	15.79		72.73	84.21		9.09	0.00		11	19	
All Grades	28.08	32.74		55.48	59.29		16.44	7.96		146	113	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08			57.69			19.23			26		
1	9.09	23.08		68.18	69.23		22.73	7.69		22	13	
2	27.59	35.71		55.17	60.71		17.24	3.57		29	28	
3	27.27	48.00		57.58	32.00		15.15	20.00		33	25	
4	44.00	42.31		52.00	53.85		4.00	3.85		25	26	
5	63.64	84.21		36.36	5.26		0.00	10.53		11	19	
All Grades	29.45	46.85		56.16	44.14		14.38	9.01		146	111	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			69.23			30.77			26		
1	13.64	30.77		59.09	23.08		27.27	46.15		22	13	
2	17.24	10.71		58.62	75.00		24.14	14.29		29	28	
3	3.03	0.00		60.61	52.00		36.36	48.00		33	25	
4	12.00	7.14		56.00	78.57		32.00	14.29		25	28	
5	0.00	5.26		54.55	68.42		45.45	26.32		11	19	
All Grades	8.22	8.85		60.27	63.72		31.51	27.43		146	113	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.00			48.00			28.00			25		
1	13.64	0.00		45.45	92.31		40.91	7.69		22	13	
2	10.34	21.43		55.17	75.00		34.48	3.57		29	28	
3	21.21	16.00		48.48	68.00		30.30	16.00		33	25	
4	16.00	39.29		68.00	53.57		16.00	7.14		25	28	
5	18.18	42.11		72.73	52.63		9.09	5.26		11	19	
All Grades	17.24	25.66		54.48	66.37		28.28	7.96		145	113	

Conclusions based on this data:

In 2022-2023, 16% of our ELD population qualified to be reclassified. In grades 4 and 5, the reclassification 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 grade-level access to subject matter.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
552	**74.3**	**33.0**	**1.8**
Total Number of Students enrolled in Norman R. Brekke Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	182	33.0
Foster Youth	10	1.8
Homeless	22	4.0
Socioeconomically Disadvantaged	410	74.3
Students with Disabilities	99	17.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
American Indian	1	0.2
Asian	31	5.6
Filipino	32	5.8
Hispanic	442	80.1
Two or More Races	13	2.4
Pacific Islander	2	0.4
White	28	5.1

Conclusions based on this data:

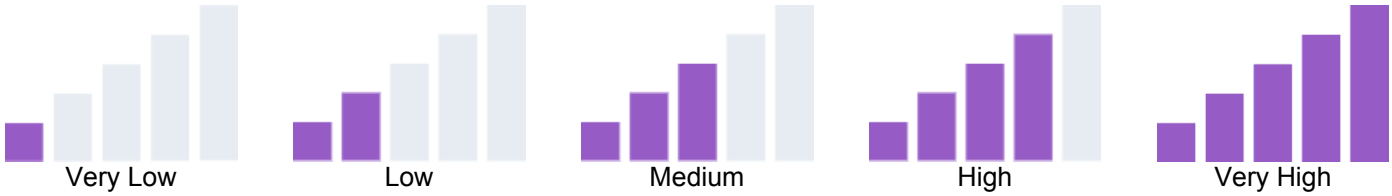
Based on this data, we can conclude that Brekke has a large percentage of students who are socioeconomically disadvantaged. Brekke will continue to provide equitable opportunities for this population to ensure their academic and socio-emotional needs are met. We must ensure our families continue to have access to a variety of wrap-around services.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Our CA Dashboard shows that Brekke had a significant academic increase in both English language arts and mathematics in 2022-2023. We will continue to focus on improving student achievement in ELA and math by maintaining our goal of delivering "Best First Instruction." We will look at data on a regular basis to drive instruction and dictate our targeted instructional needs. As we start our 2023-2024 school year, we will continue to monitor student daily attendance, deepen the implementation of our PBIS approach to better promote positive interactions and

behaviors, provide incentives for both attendance and behavior, and support corrective measures to reduce the need for disciplinary action. Our suspension rate for 2022-2023 was under 0.5% and our goal is to continue staying under that mark.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
0.3 points below standard	28.5 points below standard	1 Student
270 Students	108 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
9 Students	9.9 points below standard	63.8 points below standard
	206 Students	66 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Level 4.1 points below standard 14 Students	 No Performance Level 23.6 points above standard 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Medium 4.6 points below standard 221 Students	 No Performance Level 2 Students	 No Performance Level 1 Student	 No Performance Level 33.4 points above standard 14 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
41.3 points below standard 73 Students	1.8 points below standard 35 Students	16.3 points above standard 154 Students

Conclusions based on this data:

Based on our projection of moving from yellow to green on the California Dashboard for ELA, we will continue with our effective strategies and add more structures, interventions, and enrichment to promote ongoing growth in academic achievement. In our weekly grade level teams we will continue to focus on four essential question: What do we want students to know? How will we know they learned it? How will we support students that have not learned it? and how will we support students that have learned it? We will allow data to drive the instructions and dictate the interventions we provide.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

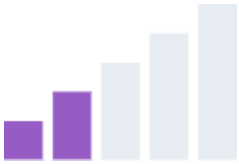
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
32.0 points below standard	59.1 points below standard	1 Student
271 Students	109 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
9 Students	42.3 points below standard	90.9 points below standard
	207 Students	66 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Level 13.3 points above standard 14 Students	 No Performance Level 5.8 points above standard 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 41.2 points below standard 222 Students	 No Performance Level 2 Students	 No Performance Level 1 Student	 No Performance Level 10.3 points above standard 14 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.4 points below standard 74 Students	54.2 points below standard 35 Students	16.9 points below standard 154 Students

Conclusions based on this data:

Based on our projection of moving from orange to yellow on our California Dashboard for math, we will continue with our planned activities. We have dedicated additional daily math instruction for all students. Additionally we will add activities that build on our collective strengths to promote higher levels of academic achievement. In our weekly grade level teams, we will continue to focus on the four essential questions: What do we want students to know? How will we know they learned it? How will we support students that have not learned it? and how will we support students that have learned it? We will allow data to drive the instructions and dictate the interventions we provide. We will use our ISP teacher to help pull small groups of students and target needed instruction.

School and Student Performance Data

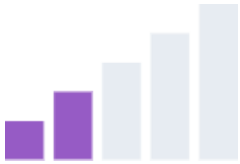
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

52 making progress towards English language proficiency

Number of EL Students: 98 Students

Performance Level: 2

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.

2022 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
25.5%	22.4%	0.0%	52.0%

Conclusions based on this data:

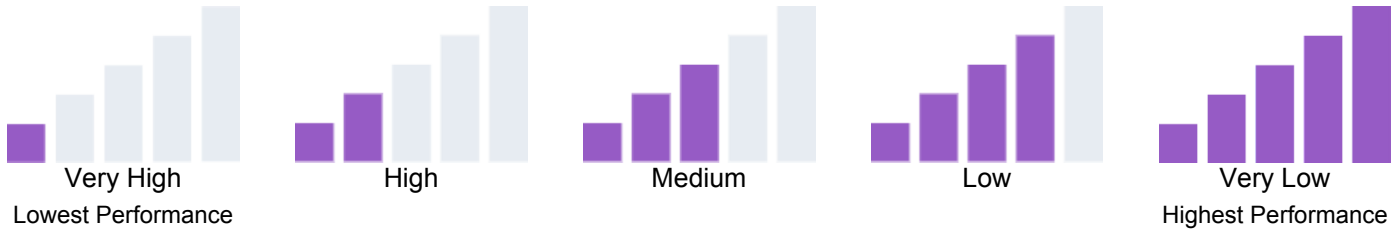
There is a discrepancy between the performance level of English Learners as compared to English proficient students. Therefore, teachers will continue to provide both Integrated and Designated ELD to help increase English Learner proficiency. All English Learners will receive 30 minutes of designated English language development. 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 and grow students' current oral and written language levels in reading, writing, listening and speaking. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in help English Learners better access grade level subject matter.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

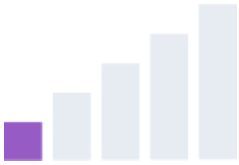


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	1	1	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
27.1% Chronically Absent	27.2% Chronically Absent	27.3% Chronically Absent
572 Students	191 Students	11 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
37% Chronically Absent	29.7% Chronically Absent	36.4% Chronically Absent
27 Students	431 Students	121 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	Medium
Less than 11 Students	Less than 11 Students	17.6% Chronically Absent	9.4% Chronically Absent
3 Students	1 Student	34 Students	32 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	No Performance Level
30.3% Chronically Absent	15.4% Chronically Absent	Less than 11 Students	7.1% Chronically Absent
459 Students	13 Students	2 Students	28 Students

Conclusions based on this data:

Chronic Absenteeism is a high level concern for all students at Brekke and disproportionately impacts students and families identified as socioeconomically disadvantaged and with disabilities. We will frequently monitor and put programs in place to address attendance concerns and challenges. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	3	1	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.7% suspended at least one day	2% suspended at least one day	0% suspended at least one day
590 Students	198 Students	11 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Medium	Low
0% suspended at least one day	2.2% suspended at least one day	0.8% suspended at least one day
30 Students	446 Students	127 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	Very Low
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
3 Students	1 Student	34 Students	32 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level	No Performance Level	No Performance Level
2.1% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
477 Students	13 Students	2 Students	28 Students

Conclusions based on this data:

Brekke's suspension rate from 2022-2023 was less than 2% of the total population. Our work in our PBIS implementation and the supports of the counselor and outreach specialist all contributed to this reduction in suspensions. We will continue to move forward with these positive strategies with the goal of maintaining a suspension rate lower than 0.5%.

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	Based on the preliminary 2023 CAASPP Data: Overall of the students Met or Exceed the state standards In 3rd grade, 59% of students Met or Exceed the state standards In 4th grade, 55% of students Met or Exceed the state standards In 5th grade, 45% 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: 11% in 3rd grade 10% in 4th grade 15% 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 2023 CAASPP Data: Overall % of the students Met or Exceed the state standards In 3rd grade, 57% 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 12% in 4th grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 4th grade, 48% of students Met or Exceed the state standards In 5th grade, 36% of students Met or Exceed the state standards	14% 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 2023 Spring STAR Early Literacy Screening Report: 91% of Kindergarten students scored at or above benchmark 3% of Kindergarten students scored on watch (Level 3) 4% of Kindergarten students scored in intervention (Level 2) and 2% of Kindergarten students scored in urgent intervention (Level 1). Student populations: McKinney Vento: 87% scored at or above benchmark English Learners: 89% scored at or above benchmark Hispanic: 91% scored at or above benchmark Asian: 90% scored at or above benchmark SpEd: 80% scored at or above benchmark 68% of 1st grade students scored at or above benchmark 12% of 1st Grade students scored on watch (Level 3) 9% of 1st Grade students scored in intervention (Level 2) and 11% of 1st Grade students scored in urgent intervention (Level 1). Student populations: McKinney Vento: 70% scored at or above benchmark	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. Student populations: McKinney Vento: Increase at or above students by 8% English Learners: Increase at or above students by 8% Hispanic: Increase at or above students by 4% Asian: Increase at or above students by 5% SpEd: Increase at or above students by 15% The percent of First grade students scoring at or above benchmark will increase by 12%. 6% of students in Level 1 will move to level 2 or higher. Student populations: McKinney Vento: Increase at or above students by 10% English Learners: Increase at or above students by 22% Hispanic: Increase at or above students by 4% Asian: Increase at or above students by 16% SpEd: Increase at or above students by 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners: 58% scored at or above benchmark Hispanic: 64% scored at or above benchmark Asian: 93% scored at or above benchmark SpEd: 60%	All students will show a minimum SGP of 50.
Star Reading	According to the 2023 Spring STAR 360 Reading Screening Report: 28% of 2nd grade students are at Level 4 29% of 2nd grade students are at Level 3 25% of 2nd Grade students are at Level 2 and 19% of 2nd Grade students are at Level 1 Student populations: McKinney Vento: 67% scored at or above benchmark English Learners: 37% scored at or above benchmark Hispanic: 51% scored at or above benchmark Asian: 88% scored at or above benchmark SpEd: 30% 18% of 3rd grade students are at Level 4 24% of 3rd grade students are at Level 3 26% of 3rd grade students are at Level 2 and 32% of 3rd Grade students are at Level 1 Student populations: McKinney Vento: 13% scored at or above benchmark English Learners: 41% scored at or above benchmark Hispanic: 38% scored at or above benchmark	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 18% in 2nd grade. 9% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 8% English Learners: Increase at or above students by 38% Hispanic: Increase at or above benchmark by 24% Asian: will maintain at least 88% proficient SpEd: Increase at or above students by 45% 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 18% in 3rd grade. 17% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50. Student populations:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Asian: 50% scored at or above benchmark SpEd: 12% 26% of 4th grade students are at Level 4 23% of 4th grade students are at Level 3 20% of 4th grade are at Level 2 and 31% are at Level 1 Student populations: McKinney Vento: 75% scored at or above benchmark English Learners: 27% scored at or above benchmark Hispanic: 43% scored at or above benchmark Asian: 55% scored at or above benchmark SpEd: 39% 6% of 5th grade students are at Level 4 38% of 5th grade students are at Level 3 20% of 5th grade students are at Level 2 and 35% of 5th grade students are at Level 1 Student populations: McKinney Vento: 25% scored at or above benchmark English Learners: 31% scored at or above benchmark Hispanic: 41% scored at or above benchmark Asian: 76% scored at or above benchmark SpEd: 5%	McKinney Vento: Increase at or above students by 47% English Learners: Increase at or above students by 38% Hispanic: Increase at or above students by 22% Asian: Increase at or above students by 10% SpEd: Increase at or above students by 48% 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 11% in 4th grade. 16% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 10% English Learners: Increase at or above students by 33% Hispanic: Increase at or above students by 17% Asian: Increase at or above students by 5% SpEd: Increase at or above students by 21% 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 16% in 5th grade. 20% 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
		Student populations: McKinney Vento: Increase at or above students by 25% English Learners: Increase at or above students by 29% Hispanic: Increase at or above students by 19% Asian: Maintain at least 76% proficient SpEd: Increase at or above students by 55%
Star Math	According to the 2022 Spring STAR 360 Math Screening Report: 62% of 1st grade students are at Level 3 or Level 4 25% of 1st grade students are at Level 2 and 13% of 1st grade students are at Level 1 Student populations: McKinney Vento: 40% scored at or above benchmark English Learners: 54% scored at or above benchmark Hispanic: 56% scored at or above benchmark Asian: 79% scored at or above benchmark SpEd: 50% 55% of 2nd grade students are at Level 3 or Level 4 30% of 2nd Grade students are at Level 2 and 15% of 2nd Grade students are at Level 1 Student populations: McKinney Vento: 36% scored at or above benchmark English Learners: 50% scored at or above benchmark	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 18% in 1st grade. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 40% English Learners: Increase at or above students by 26% Hispanic: Increase at or above students by 19% Asian: Increase at or above students 1% proficient SpEd: Increase at or above students by 30% 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 15% in 2nd grade. 5% of students in Level 1 will move to Level 2 or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic: 51% scored at or above benchmark Asian: 66% scored at or above benchmark SpEd: 60% 47% of 3rd grade students are at Level 3 or Level 4 30% of 3rd grade students are at Level 2 and 22% of 3rd grade students are at Level 1 Student populations: McKinney Vento: 30% scored at or above benchmark English Learners: 44% scored at or above benchmark Hispanic: 40% scored at or above benchmark Asian: 81% scored at or above benchmark SpEd: 32% 50% of 4th grade students are at Level 3 or Level 4 26% of 4th grade students are at Level 2 and 24% of 4th grade students are at Level 1 Student populations: McKinney Vento: 40% scored at or above benchmark English Learners: 48% scored at or above benchmark Hispanic: 38% scored at or above benchmark Asian: 78% scored at or above benchmark SpEd: 28%	All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 34% English Learners: Increase at or above students by 20% Hispanic: Increase at or above students by 19% Asian: Increase at or above students by 4% SpEd: Increase at or above students by 10% 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. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 30% English Learners: Increase at or above students by 16% Hispanic: Increase at or above students by 20% Asian: Maintain at least 81% proficient SpEd: Increase at or above students by 28% 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 15% in 4th grade. 9% of students in Level 1 will move to Level 2 or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	30% of 5th grade students are at Level 3 or Level 4 35% of 5th Grade student are at Level 2 and 35 % of 5th Grade students are at Level 1 Student populations: McKinney Vento: 0% scored at or above benchmark English Learners: 23% scored at or above benchmark Hispanic: 22% scored at or above benchmark Asian: 88% scored at or above benchmark SpEd: 12%	All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 25% English Learners: Increase at or above students by 17% Hispanic: Increase at or above students by 27% Asian: Maintain at least 78% proficient SpEd: Increase at or above students by 37% 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 20% in 5th grade. 15% of students will move to Level 1 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 50% English Learners: Increase at or above students by 27% Hispanic: Increase at or above students by 28% Asian: Maintain at least 88% proficient SpEd: Increase at or above students by 50%
Reclassification Third through Fifth grade	According to ELPAC taken in the spring of 2022, Brekke reclassified 27 students which is 18% 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 administrators will set clear expectations, perform learning walks (classroom visits), 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 identify intervention and enrichment opportunities during scheduled grade level meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

1000.00	LCFF Leadership Team Meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Teachers will be provided with summer professional development opportunities offered by the district with an emphasis on a Balanced Literacy Approach and strategic 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 1000-1999: Certificated Personnel Salaries Teacher extra time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide opportunities for staff to attend professional development training that supports first instruction in ELA, Math, ELD, Writing, Social Studies, and Science curricula and best practices for technology (IE: CABE, NGSS, District training, VCOE, Lexia, ST Math, Zearn)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1600.00	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)
6000.00	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 student populations with a focus on English learners, McKinney Vento, low socio-economic 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 need additional supports to meet grade level goals, and create SMART goals designed to target, promote and measure growth.

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

Amount(s)	Source(s)
4000.00	LCFF - Intervention 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 students.

Strategy/Activity

Literacy Intervention Teacher will provid 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 our core instructional programs 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
4800.00	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
2800.00	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
2000.00	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.

Spanish, Vietnamese and Filipino students

Strategy/Activity

Translation Services for Spanish, Vietnamese and Filipino population.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

Provide Seesaw Learning Management System 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 materials to support 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 diagnostic 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 Students

Strategy/Activity

District-wide Trimester Benchmark Assessments (STAR 360, ELA, Math) will be utilized to assess and progress monitor all students in reading, math, and ELD 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)
2000.00	LCFF Substitutes for Progress Monitoring

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
1000.00	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, Zearn and ST Math usage. Provide Incentives for students meeting Lexia, Zearn 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)
1000.00	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 two Intervention Service Providers to support ELA and 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
29000.00	LCFF 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

All grade levels will select one project based activity to showcase the learning of 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)
1055.00	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) and Achievement Level Descriptors into their teaching to provide a deeper understanding of grade level mastery 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 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 and Filipino 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. 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 opportunities 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)
11990.00	Title III 1000-1999: Certificated Personnel Salaries Cost for teacher extra hours
10000.00	LCFF - Intervention

	1000-1999: Certificated Personnel Salaries 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

Strategy/Activity

Utilize Canvas to monitor student progress with formative assessments using a four point rubric.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Professional Development

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

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

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 TK-5 and will provide enrichment for students through opportunities for collaborative learning and enrichment lessons. Teacher Liaison and Site Coordinator 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: 2022-23

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 2022-2023 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 identified 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 increased 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 ability to spend additional time providing tutoring services.

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 standards-based outcomes. We will continue to focus on targeting small groups in the classroom. This is evidenced by providing a large amount of collaboration 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 the Extended Learning Opportunity Program funded the majority of extra staff hours. We will purchase the app SeeSaw for grade levels that utilized the program to capacity.

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 91.6% for the 2022-2023 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 three times during the 2022-2023 school year. The surveys were administered in September, February and May. 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: 3rd-5th grade (student perception data) Student engagement- 72% Good (80-99 percentile nationally)	3rd-5th grade: Show an increase of 5% in Growth Mindset, Self-Management, Teacher Student Relationships, and Sense of Belonging. Show an increase of 9% Emotion Regulation. K-2nd Grade: Increase all areas by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset- 67% Good (80-99 percentile nationally) Self-Management- 73% Good (60-79 percntile nationally) Social Awareness- 72% Good (60-79 percntile nationally) Emotion Regulation- 56% Good (80-99 percentile nationally) Teacher Student Relationships- 82% Excellent (80-99 percentile nationally) Sense of Belonging- 79% Good (80-99 percentile nationally) K-2nd Grade: (teacher perception data) Emotion Regulation- 79% Good Social Awareness- 71% Good Self-management- 50% fair Student groups: Overall- 78% good overall SEL perception data Mckinney Vento- 83% excellent overall SEL perception data English Learners- 80% excellent overall SEL perception data Hispanic- 79% good overall SEL perception data Fillipino:- 85% excellent overall SEL perception data Vietnamese-67% good overall SEL perception data SpEd- 65% good overall SEL perception data	
Office Referrals	Based on the data from the 2022-2023 school year, there were 47 office referrals. The prior year we had 59 office referrals .	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)
500.00	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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)
550.00	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
300.00	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 STOIC approach and explicitly teach learning expectations for student behavior during instructional time to help 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 and other 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)
306.00	Title I 4000-4999: Books And Supplies Cost of Doplin Dollars and Incentives
4000.00	LCFF 4000-4999: Books And Supplies Decals, signage, posters, and incentives

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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

Strategy/Activity

Increase Tier 1 SEL support school-wide through class visits using Tier 1 core curriculum during class visits deliverd by the School Counselor.

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

Amount(s)	Source(s)
	District Funded 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 Tier 2 research based individual and small group counseling services to students identified by Panorama and teacher observation data delivered 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 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

Calming Kits are provided to each class to support social-emotional well being.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600.00	Title I 4000-4999: Books And Supplies Items for kits

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
1000.00	District Funded 1000-1999: Certificated Personnel Salaries Counselor- Extra Hours
1000.00	LCFF 2000-2999: Classified Personnel Salaries Outreach Consultant- Extra Hours

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 Wellness Center (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
3000.00	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 Specialist- 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 SART 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. SEL practices and data review will be incorporated into 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)
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 Artist in the Classroom, Spirit Weeks and other activites 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)
10000.00	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

Give the Panorama survey three times yearly to identify SEL 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)

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: 2022-23

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 three times in the 2022-2023 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.

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 used some of the funds designated for the Wellness Center to purchase supplies for Calming Kits for each class.

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 Calming Kits to each class to help students regulate their emotions to increase their focus on 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 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 2022-2023 Family/School Relationship survey through Panorama, 76% of our families responded favorably to the family/school communication they receive. 13.9% 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 20% to ensure the data is valid and reliable to use as a baseline.
Parent perception of overall social and learning climate.	According to the 2022-2023 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 Specialist (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)
1000.00	LCFF 2000-2999: Classified Personnel Salaries ORC extra time
1000.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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
1000.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra hours

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

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
500.00	Title I 2000-2999: Classified Personnel Salaries ORC 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

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, Open House, 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, Parent Square, flyers, letters, website, social-media, 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: 2022-23

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 are most engaging. 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.

Brekke will use ParentSquare this year to communicate in a more timely and consistent manner 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	$180,759.00

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 ($)
District Funded	$1,000.00
LCFF	$108,236.00
LCFF - Intervention	$14,000.00

Subtotal of state or local funds included for this school: $123,236.00

Total of federal, state, and/or local funds for this school: $180,759.00

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
District Funded	1,000.00
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	District Funded	1,000.00
	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	33,000.00
2000-2999: Classified Personnel Salaries	LCFF	8,600.00
4000-4999: Books And Supplies	LCFF	45,636.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	14,000.00

1000-1999: Certificated Personnel Salaries	Title I	31,700.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	6,881.00
5000-5999: Services And Other Operating Expenditures	Title I	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,100.00
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	138,039.00
Goal 2	29,156.00
Goal 3	13,564.00

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
Amy Hawkins	Classroom Teacher
Stephen Carrier	Classroom Teacher
Torrey Rodriguez	Parent or Community Member
Ashleigh Arias	Other School Staff
Jessica Joens	Parent or Community Member
Veronica Conejo	Parent or Community Member
Erica Cahue	Parent or Community Member
Terry Lopez	Classroom Teacher
Amanda Ochoa	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:

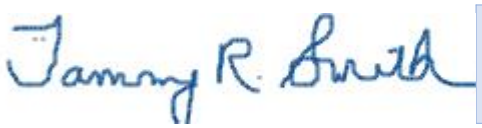
Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 5/27/23
	SSC Chairperson, Ashleigh Arias on 5/30/23

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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, 2023	August 24, 202

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)

Additional Targeted Support and Improvement

Our school has recently been identified as being in ATSI Status (Additional Targeted Support and Improvement), due to our student groups which include Hispanic for Math, Chronic Absenteeism and Suspension Rate; Homeless for ELA, Math and Chronic Absenteeism and Suspension Rate; Socially Economically Disadvantage for Math, Chronic Absenteeism and Suspension Rate; and Students with Disabilities for ELA, Math and Chronic Absenteeism and Suspension Rate. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as collaboration with our Special Ed Support Staff and the District Level and regularly monitoring student Attendance and Discipline Data.

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, situated in La Colonia area of Oxnard, California, is an educational institution catering to students from kindergarten to eighth grade. Established prior to its renaming in 1993, the school was formerly known as Juanita School and was later dedicated to honoring the labor leader, Cesar E. Chavez, who had resided in La Colonia and played a pivotal role in organizing the grape boycott during the 1960s. The school primarily serves the local community.

Our school is committed to nurturing successful students who embody the OSD Student Profile by providing exceptional initial instruction. To achieve this objective, Chavez School offers two distinct programs: a research-based Dual Language Instruction (DLI) program and a Structured English

Immersion (SEI) program. Through the implementation of Positive Behavior Interventions and Supports (PBIS) and a Multi-Tiered System of Support, Chavez students are also part of the Chavez Academy of Literacy, Communication Arts, and Technology (CALCAT). Middle school students have the opportunity to enhance their education through elective courses such as AVID, Technology through Science, Environmental Science, and Journalism.

In the current year, our district has developed a strategic plan to fully realize our student profile and work towards achieving our Mission and Vision. Our Mission in the Oxnard School District is to cultivate self-confident and empowered multilingual global citizens, who are strong in their multiple identities and potential, and who achieve inspired levels of individual, community, and social accomplishment in both school and beyond. Our Vision can be summarized as Ignite, Transform, Nurture, Embrace.

To accomplish our goals, we adhere to a Theory of Action that involves committing to a vision of success, emphasizing the importance of clear and supportive classroom leadership, cultivating school leadership, benefiting from well-organized district leadership, and actively engaging with our families and community to foster a highly effective and equitable school environment. The district places significant focus on five strategic goals that serve as the foundation for sustainable school and district transformation: Student Academic Engagement and Achievement, Positive and Safe Learning Environment and School Climate, Guidance and Support to Sites, Family/Community Alliances for Student Success, and Transformational Leadership and Infrastructure.

All of our strategies and activities are designed to uphold the following pedagogical principles:

Identifying, activating, and building upon student strengths.
Affirming student identities by challenging the devaluation of minoritized students' identities.
Establishing meaningful relationships that nurture equity and success.
Actively engaging students in the learning process by amplifying their voices.
Creating enriching environments that stimulate students' multilingual repertoires.
Connecting learning to students' lives by relating it to their experiences.
Encouraging high intellectual performance that helps students link their identities to academic engagement.
Addressing the prerequisites for learning, including implementing pedagogical practices that challenge coercive power dynamics.
Chavez School is currently in its second year of Professional Learning Community (PLC) implementation, utilizing PLCs as a means to communicate, monitor, and enhance teachers' capacity through targeted goals, the development of a Guaranteed and Viable Curriculum (GVC), and 3-week cycle meetings. The PLC's objective is to improve student outcomes for both our unduplicated populations as defined by the ATSI and all learners within our school.

The PLC model, based on the work of DuFour, revolves around four essential questions: What do we want our students to know and be able to do? How will we determine if they have learned it? How will we respond when they struggle to learn? How will we respond if they already know it?

At Chavez School, we operate under a distributed leadership model, which consists of two primary components: the Leadership team and the PBIS team. The Leadership team focuses on the development of the Single Plan for Student Achievement (SPSA) and facilitates communication with teachers within their respective grade levels. The PBIS team is responsible for supporting supporting teachers in the implementation the CHAMPS behavior management method, establishing daily routines, and fostering a positive environment for students while addressing systemic discipline issues. Additionally, specialized committees such as the Safety committee and the AVID team are in

place, and teachers actively participate in the Parent-Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC).

For the upcoming 2023-2024 school year, we have planned several modifications, including the continuation of PLC implementation with a focus on teaching, monitoring, and refining the GVC, ensuring adequate time for reteaching and integrating interventions within the school day. We will fully implement the observation-and-feedback cycle for all teachers and utilize student monitoring conferences in conjunction with our Multi-Tiered System of Support (MTSS) process. Furthermore, we will streamline committees and allocate them among the administration, which will be supported by an additional Assistant Principal. The responsibilities for PBIS and school events will be further delegated to the ORC and school counselors.

Chavez School remains dedicated to shaping all students in accordance with the OSD Student Profile. The PLC process emphasizes the importance of the GVC and excellent first instruction, while the MTSS process provides support to students who may require additional assistance. This year, student monitoring conferences were introduced as part of the regular process to identify students and their barriers to success. The MTSS team, comprising administrators, the ORC, counselors, psychologists, and speech-language pathologists, will continue to meet regularly to address individual student concerns as well as broader systemic issues within the MTSS.

To provide targeted intervention services, we have categorized them as Tier II and Tier III services. These interventions are delivered by teachers during Universal Access and English Language sessions. We also provide intervention support providers and K-1 paraeducators to work with students in small group settings.

Chavez School takes pride in its 10th year of implementing the Biliteracy program, offering full Biliteracy classes from kindergarten to sixth grade. Our seventh and eighth grade students participate in a Spanish Literature class as an elective to support their Biliteracy instruction. The Biliteracy programs adopt research-based Biliteracy Unit Frameworks (BUFs) as its curriculum, with support from the District Office and on-site training. Teachers are provided with release time for training, collaboration, and planning, often replacing staff meetings or utilizing additional time after school.

We firmly believe that learning can only thrive within a safe and positive environment. The PBIS committee oversees the implementation of the CHAMPS behavior management method, establishes daily routines, and fosters a positive school culture. This year, the PBIS team updated the SOAR guidelines for success to make them more catchy and memorable for younger students, while ensuring the Spanish version maintains the same acronym letters.

Chavez Eagles are:

S - Safe
O - Organized
A - Accountable
R - Respectful

In Spanish:

Aguilas de Chavez son:

S - Seguras

O - Organizadas
A - Actúan Responsable
R - Respetuosas

These guidelines are prominently displayed throughout classrooms and the school, forming the basis for all established rules and expectations using the CHAMPS approach. The PBIS team continues to refine guidelines related to recess, cafeteria behavior, and hallway expectations.

Chavez School recognizes the significance of all educational partners, as their involvement is critical to the success of our students. This year, Mindset Academy conducted multiple parent workshops with the intention of empowering parents to be education partners for our school community, which were highly valued and well-attended. Additionally, they facilitated student workshops with the intention of raising student engagement and self-esteem through reflection exercises and activities. Mindset Academy will continue to work with both parents and students. We reinstated various family events, including the Winter Concert, the Spring Talent Show, and sports teams. Additionally, we introduced a new Día de Los Muertos event that brought together community cultural groups and the school community, and we plan to continue this tradition along with a Día de lo Niño event. We also intend to revive past events such as Literacy and Math Nights and look forward to hosting our first Open House.

To ensure effective communication, we disseminate event information through the Chavez website, ParentLink calls, PeachJar, and ConnectEd text messages. Moving forward, we will utilize Parent Square as an additional communication platform.

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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 administration conducted informal classroom observations and subsequently shared feedback via email. Throughout the year, various methods were experimented with, including the exploration of a potential checklist system. However, it was ultimately decided to adopt a final spreadsheet model for the upcoming 2023-2024 school year.

These observations primarily centered around the specific tasks discussed during Professional Learning Communities (PLCs), as well as the instruction of Biliteracy Units, Common Core State Standards in Reading and Writing, English Language Development, and the implementation of Mathematical Mindset. The intention behind these observations was to enhance student engagement and foster academic growth.

The findings from the observations indicate a consistent need for cohesive strategies and ongoing collaboration time to ensure alignment and the development of a Guaranteed and Viable Curriculum.

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 incorporates STAR 360 as a comprehensive assessment tool for early literacy, reading, and mathematics, serving as a universal screener. These assessments, in conjunction with curricular evaluations, enable teachers to identify students requiring intervention and adapt instructional approaches aligned with the Common Core State Standards. Notably, greater emphasis has been placed on the Student Growth Percentile (SGP) this year, alongside exploring additional reports like the Monitor Student Mastery Report to closely monitor student progress.

To ensure accurate evaluation, the ELPAC was administered in-person to all English Learner (EL) students during this academic year. The resulting data plays a pivotal role in determining students who are prepared for reclassification, identifying specific areas of growth and instructional needs (including grouping and intervention strategies), and facilitating resource allocation.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Cesar Chavez school has recognized the need of establishing a comprehensive school-wide writing program that places significant emphasis on vertical alignment and grade level calibration. To accomplish this objective, we have entered into a partnership with Read, Write, Think!, an organization that has successfully collaborated with other schools within the district to develop a unified approach to writing instruction.

In order to effectively address the needs of individual students and devise appropriate strategies, student monitoring conferences will be conducted a minimum of three times per year. During these conferences, Star testing data will be analyzed, and personalized plans will be formulated. This practice will be implemented across all grade levels. Additionally, all grade levels will continue their active participation in three-week Learning Cycles, which will encompass 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 educators are ensured to possess the necessary credentials and are equipped with a range of support mechanisms. They are provided with a comprehensive New Teacher Orientation program, encompassing the district's expectations and procedures, training on up-to-date curricular materials and programs, as well as effective strategies for classroom management. To facilitate the growth and development of new teachers, the district collaborates with the Ventura County Office of Education to offer Induction programs. Additionally, whenever new instructional materials are adopted, the district consistently offers professional development opportunities. These initiatives are complemented by follow-up training sessions aimed at sustaining ongoing support for educators in utilizing the materials effectively.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is offered at both the site and district levels in order to ensure that instructional practices are fully aligned with the Common Core State Standards and district and school programs. A comprehensive district assessment calendar is in place to effectively monitor student progress throughout the academic year. In addition, professional development and support are provided to educators regarding the assessment system and the various types of assessments employed. At the school sites, specific structures have been implemented to facilitate data analysis and collaborative decision-making among teachers. This includes dedicated collaboration times on Wednesdays, PLC (Professional Learning Community) sessions during Tuesday staff meetings, and regular 3-week cycle meetings. These structures enable teachers to work together in groups to thoroughly examine data, identify student needs, and make necessary adjustments to their instructional approaches.

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. Site administration and TOSA support teachers in an ongoing basis to plan, guide, monitor and adjust instruction. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers will actively participate in a series of collaborative meetings, both within their respective grade levels and across vertical teams, with a specific focus on enhancing academic engagement in the subjects of Writing, English Language Arts, Mathematics, and Dual Language Instruction. These meetings will also address the importance of social-emotional learning. The Professional Learning Teams will prioritize the cycle of inquiry by utilizing DuFour's Four Essential Questions.

Teachers will receive continuous and comprehensive training on Professional Learning Communities (PLCs) and strategies to optimize their effectiveness. The leadership team, comprised of the grade level leaders, will undergo ongoing training to enhance their ability to lead their respective teams. The implementation of PLCs will be sustained, moving beyond the development of the Guaranteed and Viable Curriculum (GVC), and shifting towards the actual teaching process, monitoring progress, and making necessary refinements. This will include a strong emphasis on allocating sufficient time for reteaching and integrating interventions within the school day.

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 Grade Level Common Core State Standards, district assessment calendar and adopted curricula serve as valuable resources for establishing lesson pacing guidelines and instructional sequences.

Regarding the middle school, the master schedule is strategically devised based on the individual needs of students. Emphasis is placed on accommodating students' specific requirements. In instances where space permits, students are afforded the opportunity to select elective courses that foster enrichment and allow for the exploration of additional 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 adheres to the District's Multi-Tiered System of Supports (MTSS) model.

To facilitate Tier I, which encompasses initial instruction and interventions, teachers are afforded numerous opportunities to convene in Professional Learning Communities. These collaborative sessions focus on planning and analyzing first instruction, assessment data, and self-reflection on instructional practices. The objective is to plan and adapt lessons to provide appropriate scaffolding and instructional approaches that address the identified Instructional Claims (broad statements describing the desired outcomes through mastery of educational standards) chosen as areas of emphasis.

To determine whether a student requires Tier II or Tier III interventions, the school employs a Student Success Team (SST) comprised of the ORC, Counselor, Administrator, Classroom Teacher, parents, and a local social worker as a collaborative partner. This team devises a customized plan with potential strategies to assist students in improving their performance in identified areas of need and attaining their established goals.

The Counselor, ORC, Special Education personnel, Paraeducators, and Literacy Intervention Teacher offer daily interventions to address the academic and emotional requirements of students.

Evidence-based educational practices to raise student achievement

The DLI (Dual Language Immersion) program, along with its Biliteracy Unit Frameworks (BUFs), are designed and endorsed based on evidence-based practices to foster multilingualism, biliteracy and exceptional academic performance for students in both English and Spanish. The school employs CHAMPS as its principal classroom management tool to assist students in cultivating disciplined and scholarly behavioral patterns. Furthermore, in grades 6-8, AVID strategies are implemented to nurture essential skills such as note-taking, organization, and critical thinking. Additionally, the employment of Visible Thinking Strategies facilitates students' ability to engage in higher Depths of Knowledge, thereby enhancing the level of rigor in their learning experience.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Chavez dedicated the past year to revitalizing the culture surrounding parental involvement, taking advantage of the complete lifting of COVID restrictions. The school intends to sustain and build upon the progress made during this period.

Mindset Academy organized several highly regarded and well-attended parent workshops throughout the year. Continuing this positive trajectory, Coach Al will continue engaging both parents and students in his endeavors.

This year marked the return of various family-oriented events, including the Winter Concert, Spring Talent Show, and sports teams. Additionally, a new Día de los Muertos event was introduced, successfully bringing together community cultural groups and the school community. The plan is to maintain these events, as well as organize a Día del Niño event. Furthermore, the school eagerly anticipates hosting its inaugural Open House this year.

To enhance parent involvement at different grade levels, we aim to host Reading and Math Nights. Additionally, we plan to offer Triple P sessions, MICOP Mommy and Me classes, and Healthy Living sessions facilitated by VCPH (Ventura County Public Health).

The school also conducts Back to School Night and trimester parent conferences to keep parents informed and engaged. We actively encourage parents to participate in site-based parent groups such as the School Site Council, Parent Teacher Association (PTA), and the English Learner Advisory Committee (ELAC). These parent groups play a crucial role in the development and oversight of 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)

Enhancing parental engagement is a key focus at our educational institution. We have meticulously organized a range of parent education and involvement initiatives aimed at fostering collaboration between families and the school community. These events will be thoughtfully scheduled on the central calendar and effectively communicated to all stakeholders through various channels such as the school website, phone calls, PeachJar, email, bulletin boards, and parent meetings.

To ensure comprehensive participation, parents are actively encouraged to partake in crucial decision-making processes by maintaining representation in significant meetings such as the Student Success Team meetings, English Learner Advisory Committee meetings, and Parent Teacher Association meetings. Their valuable involvement in these forums greatly contributes to the overall success of students within the school environment.

Additionally, parents continue to serve on the School Site Council, playing an instrumental role in diligently monitoring the implementation of the School Plan for Student Achievement (SPSA) and ensuring its effective execution.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding will be allocated to bolster evidence-based initial instruction, interventions, and the implementation of the Common Core California State Standards. The primary objective is to enhance student achievement through fostering teacher collaboration and collective efficacy.

This funding is specifically designated for Paraprofessionals serving Transitional Kindergarten (TK) through third-grade students. The overarching aim is to assist Long Term English Learners (LTELs) presently enrolled and to proactively prevent other students from falling into the LTEL category. Additionally, this initiative seeks to promote the attainment of proficient reading skills by the end of third grade.

Collaboration among School Counselors, Outreach Specialists, and Teachers will be integral in formulating comprehensive plans to cater to the needs of Special Populations Student Groups. These groups encompass Migrant students, English Learners, Homeless/Foster students, and African American students.

Fiscal support (EPC)

The district is granted Title I funding due to its classification as a Title I district. All educational sites within the district operate under the "schoolwide" designation. The allocation of Title I funds to each school is determined by the number of eligible students. Subsequently, individual sites assess specific student requirements to determine the most appropriate utilization of these funds. Furthermore, the district disburses Title III funding to sites, enabling them to offer supplementary services or resources aimed at supporting English Learners in reaching high academic success. Additionally, the district benefits from Supplemental and Concentration LCFF funding, which is then allocated to sites to bolster available resources for enhancing student achievement as well as interventions, for students identified of needing additional supports, especially students with disabilities, English learners, Hispanic, and experiences Homelessness.

Educational Partner 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 administration actively engaged in collaborative discussions with parents from the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), as well as teachers, during various leadership meetings, staff meetings, and grade level meetings. These consultations played a vital role in the planning process for the School Plan for Student Achievement (SPSA) or Annual Review and Update in the current academic year. Furthermore, a series of SPSA working sessions were conducted with members of the Leadership Team to facilitate the development and composition of the plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Funds were assigned to three Intervention Service Providers to engage in small group activities during regular school hours, but their employment was impeded by widespread staffing shortages throughout the state. Moreover, funds were allocated to facilitate teachers' provision of after-school tutoring in small groups, yet due to limited involvement from both teachers and students, a significant portion of the allocated funding remained unutilized therefore it was reallocated to other priorities such as social emotional Learning and Mindset academy.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.11%			1
African American	0.2%	1.02%	0.34%	2	10	3
Asian	0.1%	%	0.23%	1		2
Filipino	0.1%	0.31%	0%	1	3	0
Hispanic/Latino	98.1%	96.34%	97.5%	832	947	857
Pacific Islander	0.1%	0.10%	0%	1	1	0
White	1.3%	1.83%	1.71%	11	18	15
Multiple/No Response	%	0.41%	0.11%		4	1
			Total Enrollment	848	983	879

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	83	91
Grade 1	97	85	75
Grade 2	93	116	77
Grade3	93	99	99
Grade 4	90	106	85
Grade 5	98	109	97
Grade 6	103	136	116
Grade 7	104	122	115
Grade 8	98	127	124
Total Enrollment	848	983	879

Conclusions based on this data:

The school is predominantly comprised of Hispanic/Latino students (98%), although it is important to note that this data does not fully capture the diverse characteristics within this population. Notably, a significant portion of students belong to the Mixteco indigenous community, which is included in the same demographic category. Students from Mixteco backgrounds often navigate a trilingual environment, presenting challenges for parental support. Approximately 10% of our student body represents this group.

The majority of our students are second-generation U.S. born students, with many being children of long standing members of the our community.

We are currently experiencing a decline in enrollment in our lower grade levels as families are moving out of Oxnard potentially due to the high cost of living in the area.

Furthermore, it is worth mentioning that Chavez has been placed under ATSI monitoring this year. Given the overwhelming majority of Hispanic/Latino students, any actions taken to improve student outcomes will inherently impact our ATSI monitoring category of "Hispanic."

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	479	565	569	56.50%	57.5%	64.7%
Fluent English Proficient (FEP)	231	201	152	27.20%	20.4%	17.3%
Reclassified Fluent English Proficient (RFEP)	47	31	63	9.8%	6%	11%

Conclusions based on this data:

The enrollment of English Learner (EL) students has surpassed 60%, marking the highest percentage in several years. Notably, our reclassification rate has shown a significant increase compared to previous years, with 11% of the total student population (or 23% of those who took the ELPAC and were eligible for reclassification) successfully transitioning out of the EL program by meeting the established criteria for Reclassification.

It is essential to provide targeted support and interventions to middle school students who remain classified as English Learners, particularly Long-Term English Learners (LTELs), in order to help them meet the reclassification criteria. Meanwhile, students in the primary grades of the Dual Language Immersion (DLI) program will prioritize the development of high levels in reading, writing, and oral communication. Additionally, our school-wide emphasis on writing across the curriculum will benefit EL students and establish a solid groundwork for the enhancement of reading and critical thinking abilities.

Recognizing the significant number of English Learners at Chavez and the pressing need for reclassification, we have prioritized the allocation of funds to ensure academic growth for this student population. Furthermore, it is crucial to develop additional support tailored to our Mixteco speaking students, as they possess unique needs stemming from the absence of a written Mixteco language and the typical progression of their language skills (Mixteco first, followed by Spanish, and then English) and support them through their journey of becoming Multilingual and Multicultural.

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	71	9	13%	8	11%	9	13%	45	63%	4	812
Grade 1	78	18	23%	15	19%	12	15%	33	42%	4	820
Grade 2	69	32	46%	20	29%	9	13%	8	12%	3	853

Conclusions based on this data:

The Early Literacy test is administered to second graders who score below a specified level on the Star Reading assessment. The prevalence of second grade students taking the Early Literacy test at the conclusion of the previous academic year raises concerns. While kindergarten scores remain consistent with pre-pandemic levels and align with the district's average, there is a worrisome decline in the percentage of students meeting or surpassing the benchmark as they progress through the grades. For instance, during the 2021-2022 school year, an overwhelming majority (96%) of Kindergarten students achieved proficiency, but this percentage decreased in first grade. To address this issue, we are implementing targeted academic interventions focused on enhancing literacy development during regular instructional hours. Teachers will engage in a three-week learning cycle to analyze data and identify areas of instructional emphasis.

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	77	36	47%	24	31%	10	13%	7	9%	1	876
Grade 3	103	59	57%	21	20%	11	11%	12	12%	1	923
Grade 4	88	53	60%	21	24%	8	9%	6	7%	1	953
Grade 5	95	45	47%	23	24%	22	23%	5	5%	1	1000
Grade 6	127	63	50%	35	28%	26	20%	3	2%	1	1003
Grade 7	115	62	54%	26	23%	26	23%	1	1%	1	1029
Grade 8	121	72	60%	27	22%	19	16%	3	2%	1	1013

Conclusions based on this data:

This data shows a consistent imbalance between Level 1/2 and Level 3/4 throughout all grade levels with the majority of the students performing in the lower 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 77% (57% level 1, 20% level 2) in grade 3 to 84% (60% level 1 and 34% level 2) in grades 4, with the lowest percentage of level 1 being in 2th and 5th grades (47%), which constitutes nearly half of the students in the grade level.

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 continue to participate in a 3 week learning cycle and student monitoring conferences 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	80	8	10%	34	43%	38	48%	0	0%	2	857
Grade 2	77	32	42%	23	30%	22	29%	0	0%	2	900
Grade 3	104	43	41%	31	30%	21	20%	9	9%	2	947
Grade 4	87	47	54%	30	34%	9	10%	1	1%	1	961
Grade 5	95	54	57%	28	29%	10	11%	3	3%	1	1012
Grade 6	127	83	65%	35	28%	7	6%	2	2%	1	1006
Grade 7	119	85	71%	23	19%	10	8%	1	1%	1	1019
Grade 8	123	79	64%	28	23%	13	11%	3	2%	1	1045

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 93% (65% level 1 and 28% level 2) in 6th grade to 53% (10% level 1 and 43% level 2) in grade 1.

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 continue participating in a 3 week learning cycle and student monitoring conferences 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		94			89			89			94.7	
Grade 4		104			102			102			98.1	
Grade 5		109			107			107			98.2	
Grade 6		130			128			128			98.5	
Grade 7		124			121			121			97.6	
Grade 8		125			121			121			96.8	
All Grades		686			668			668			97.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.			6.74			15.73			17.98			59.55	
Grade 4		2414.			4.90			19.61			22.55			52.94	
Grade 5		2424.			0.93			20.56			21.50			57.01	
Grade 6		2458.			1.56			19.53			25.78			53.13	
Grade 7		2491.			2.48			24.79			30.58			42.15	
Grade 8		2491.			2.48			24.79			28.93			43.80	
All Grades	N/A	N/A	N/A		2.99			21.11			25.00			50.90	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.99			40.45			50.56	
Grade 4		2.94			59.80			37.25	
Grade 5		4.67			57.01			38.32	
Grade 6		1.56			50.78			47.66	
Grade 7		4.13			64.46			31.40	
Grade 8		8.26			52.89			38.84	
All Grades		4.94			54.64			40.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.99			34.83			56.18	
Grade 4		2.94			60.78			36.27	
Grade 5		1.87			49.53			48.60	
Grade 6		3.13			41.41			55.47	
Grade 7		6.61			52.89			40.50	
Grade 8		2.48			48.76			48.76	
All Grades		4.19			48.20			47.60	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.25			77.53			20.22	
Grade 4		2.94			81.37			15.69	
Grade 5		7.48			65.42			27.10	
Grade 6		10.16			64.84			25.00	
Grade 7		5.79			71.90			22.31	
Grade 8		7.44			70.25			22.31	
All Grades		6.29			71.41			22.31	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.87			52.81			39.33	
Grade 4		2.94			69.61			27.45	
Grade 5		4.67			55.14			40.19	
Grade 6		6.25			68.75			25.00	
Grade 7		5.79			73.55			20.66	
Grade 8		4.96			65.29			29.75	
All Grades		5.39			64.82			29.79	

Conclusions based on this data:

Overall, the percentage of students at the Met or Exceeded Standards were relatively unchaged from 2021-2022 to 2022-2023 scores. The grade that demonstrated the highest increase in the percent of students in Met or Exceeded was 5th grade going from 19% in 21-22 to 22% in 22-23; while 3rd grade scores were maintained at 23% of students in Met or Exceed both years. Effective strategies in 5th grade will need to be identified and shared. It is essential to highlight that although the percentage of 7th-grade students meeting or exceeding standards experienced a marginal decline, dropping from 26% in the previous year to 25% in the current year, an analysis of the student cohort reveals a noteworthy advancement. Specifically, the proportion of students achieving or exceeding standards increased from 19% during their 6th-grade assessment to 25% during their 7th-grade evaluation, signifying a substantial improvement of 6%. Conversely, the 8th grade cohort exhibited the most substantial decline in the percentage of students meeting or

exceeding standards, regressing from 27% in the 2021-2022 academic year to 17% in the 2022-2023 academic year. This data highlights the ongoing need for substantial efforts in enhancing Language Arts proficiency and standards. To address this, we have established grade-level professional learning communities for educators to engage in data-driven discussions and iterative cycles of inquiry. These endeavors aim to adapt instructional strategies and enhance student performance. It is evident that regular collaboration among grade-level teams is imperative to analyze student performance, establish specific, measurable, achievable, relevant, and time-bound (SMART) goals, administer shared formative assessments, and deliberate on the resultant data. This collaborative approach is essential to tailor instruction and interventions according to the diverse requirements of our students. Furthermore, a pivotal aspect involves ensuring that all instruction adheres to established standards, incorporates achievement level descriptors, and fosters student comprehension of learning objectives and assessment criteria. Regular deployment of formative assessments, closely resembling CAASPP questions, is crucial to facilitate swift evaluation of student progress and timely intervention to secure mastery. Additionally, this process will facilitate the identification and dissemination of effective pedagogical practices across multiple classroom settings, fostering a culture of collaborative 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		94			91			91			96.8	
Grade 4		103			100			100			97.1	
Grade 5		109			108			108			99.1	
Grade 6		130			126			126			96.9	
Grade 7		124			121			121			97.6	
Grade 8		126			120			120			95.2	
All Grades		686			666			666			97.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.			5.49			17.58			23.08			53.85	
Grade 4		2403.			1.00			14.00			33.00			52.00	
Grade 5		2400.			0.93			3.70			22.22			73.15	
Grade 6		2418.			0.79			5.56			29.37			64.29	
Grade 7		2433.			3.31			6.61			19.83			70.25	
Grade 8		2422.			0.00			5.83			15.83			78.33	
All Grades	N/A	N/A	N/A		1.80			8.41			23.72			66.07	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			46.15			46.15	
Grade 4		4.00			36.00			60.00	
Grade 5		0.93			22.22			76.85	
Grade 6		0.79			26.98			72.22	
Grade 7		4.13			25.62			70.25	
Grade 8		0.00			31.67			68.33	
All Grades		2.70			30.78			66.52	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.59			46.15			47.25	
Grade 4		2.00			48.00			50.00	
Grade 5		0.93			32.41			66.67	
Grade 6		2.38			30.16			67.46	
Grade 7		2.48			46.28			51.24	
Grade 8		1.67			40.00			58.33	
All Grades		2.55			40.09			57.36	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.79			62.64			28.57	
Grade 4		4.00			53.00			43.00	
Grade 5		0.00			48.15			51.85	
Grade 6		2.38			59.52			38.10	
Grade 7		2.48			53.72			43.80	
Grade 8		0.00			51.67			48.33	
All Grades		2.70			54.65			42.64	

Conclusions based on this data:

Analysis of the 2022-2023 CAASPP scores compared to the previous year's scores revealed positive trends. The percentage of students meeting or exceeding standards increased in several grades: 3rd grade improved from 23% to 27%, 5th grade from 4% to 17%, 6th grade from 6% to 7%, and 8th grade from 6% to 13%. Notably, 5th and 8th grades also displayed cohort-based improvement.
However, math remains an ongoing concern, prompting our continued focus. To address this, we will support teachers in creating shared assessments to analyze learning and student data (grade-level standards) more frequently. Our Site Instructional Leadership Team will guide instructional and socio-emotional initiatives, collaborating with PLCs and instructional partners. Data discussions will steer instruction, intervention, and enrichment. Teachers are emphasizing math problem-solving and writing, utilizing student data for targeted interventions and Jo Boaler strategies to reduce learning gaps.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.7	*		1422.4	*		1386.4	*		52	*	
1	1443.2			1459.6			1426.0			26	0	
2	1456.7	1480.6		1457.0	1479.0		1455.8	1481.6		60	79	
3	1487.1	1483.0		1485.6	1476.5		1488.2	1489.0		81	76	
4	1490.4	1522.1		1485.5	1521.7		1494.7	1522.0		56	71	
5	1503.2	1527.9		1489.3	1527.5		1516.6	1527.7		43	60	
6	1505.2	1530.4		1493.7	1519.6		1516.2	1540.7		36	44	
7	1528.1	1551.7		1520.8	1547.2		1534.9	1555.8		27	42	
8	1520.7	1549.7		1507.8	1542.2		1533.4	1556.7		13	29	
All Grades										394	404	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.62	*		26.92	*		46.15	*		17.31	*		52	*	
1	3.85			34.62			46.15			15.38			26		
2	3.33	11.36		35.00	47.73		46.67	34.09		15.00	6.82		60	44	
3	12.35	10.67		40.74	26.67		32.10	49.33		14.81	13.33		81	75	
4	7.14	32.86		37.50	34.29		30.36	24.29		25.00	8.57		56	70	
5	11.63	20.00		27.91	41.67		41.86	31.67		18.60	6.67		43	60	
6	2.78	18.18		38.89	50.00		44.44	27.27		13.89	4.55		36	44	
7	7.41	26.19		37.04	47.62		44.44	21.43		11.11	4.76		27	42	
8	0.00	20.69		30.77	44.83		61.54	24.14		7.69	10.34		13	29	
All Grades	7.61	20.71		35.03	39.51		40.86	31.61		16.50	8.17		394	367	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.46	*		30.77	*		34.62	*		21.15	*		52	*	
1	34.62			23.08			26.92			15.38			26		
2	13.33	22.73		30.00	45.45		50.00	27.27		6.67	4.55		60	44	
3	28.40	17.33		44.44	42.67		12.35	26.67		14.81	13.33		81	75	
4	25.00	51.43		37.50	30.00		14.29	11.43		23.21	7.14		56	70	
5	13.95	40.00		58.14	46.67		6.98	8.33		20.93	5.00		43	60	
6	16.67	34.09		44.44	36.36		22.22	22.73		16.67	6.82		36	44	
7	22.22	42.86		44.44	42.86		18.52	7.14		14.81	7.14		27	42	
8	0.00	34.48		61.54	34.48		30.77	20.69		7.69	10.34		13	29	
All Grades	20.05	34.88		40.10	39.78		23.60	17.44		16.24	7.90		394	367	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.77	*		13.46	*		61.54	*		19.23	*		52	*	
1	0.00			19.23			34.62			46.15			26		
2	1.67	6.82		30.00	34.09		45.00	45.45		23.33	13.64		60	44	
3	4.94	8.00		25.93	22.67		48.15	45.33		20.99	24.00		81	75	
4	3.57	17.14		19.64	31.43		39.29	25.71		37.50	25.71		56	70	
5	6.98	8.33		18.60	25.00		44.19	48.33		30.23	18.33		43	60	
6	0.00	6.82		19.44	36.36		44.44	50.00		36.11	6.82		36	44	
7	7.41	11.90		22.22	40.48		51.85	42.86		18.52	4.76		27	42	
8	7.69	6.90		7.69	34.48		53.85	44.83		30.77	13.79		13	29	
All Grades	4.06	10.63		21.32	30.52		46.95	41.96		27.66	16.89		394	367	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.62	*		76.92	*		13.46	*		52	*	
1	38.46			57.69			3.85			26		
2	8.33	13.64		78.33	79.55		13.33	6.82		60	44	
3	27.16	28.00		56.79	61.33		16.05	10.67		81	75	
4	25.00	66.67		55.36	28.99		19.64	4.35		56	69	
5	13.95	20.00		74.42	75.00		11.63	5.00		43	60	
6	11.11	6.98		63.89	81.40		25.00	11.63		36	43	
7	11.11	10.00		70.37	77.50		18.52	12.50		27	40	
8	0.00	14.29		76.92	60.71		23.08	25.00		13	28	
All Grades	17.51	27.35		66.75	63.26		15.74	9.39		394	362	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		48.08	*		36.54	*		52	*	
1	11.54			57.69			30.77			26		
2	15.00	34.09		75.00	59.09		10.00	6.82		60	44	
3	39.51	32.88		45.68	50.68		14.81	16.44		81	73	
4	31.48	45.59		50.00	47.06		18.52	7.35		54	68	
5	43.90	73.33		34.15	15.00		21.95	11.67		41	60	
6	30.56	52.27		55.56	34.09		13.89	13.64		36	44	
7	40.00	78.05		48.00	14.63		12.00	7.32		25	41	
8	23.08	57.14		76.92	39.29		0.00	3.57		13	28	
All Grades	28.61	51.25		52.84	38.50		18.56	10.25		388	361	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.77	*		76.92	*		17.31	*		52	*	
1	7.69			53.85			38.46			26		
2	16.67	13.95		61.67	72.09		21.67	13.95		60	43	
3	2.47	4.00		58.02	44.00		39.51	52.00		81	75	
4	1.79	15.71		55.36	52.86		42.86	31.43		56	70	
5	6.98	8.33		58.14	63.33		34.88	28.33		43	60	
6	0.00	6.82		38.89	63.64		61.11	29.55		36	44	
7	18.52	14.29		29.63	61.90		51.85	23.81		27	42	
8	15.38	24.14		30.77	44.83		53.85	31.03		13	29	
All Grades	7.11	12.02		55.84	56.28		37.06	31.69		394	366	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.46	*		67.31	*		19.23	*		52	*	
1	3.85			57.69			38.46			26		
2	5.00	15.91		48.33	72.73		46.67	11.36		60	44	
3	12.35	22.67		69.14	66.67		18.52	10.67		81	75	
4	7.14	28.57		73.21	58.57		19.64	12.86		56	70	
5	9.30	21.67		69.77	68.33		20.93	10.00		43	60	
6	8.33	13.64		72.22	84.09		19.44	2.27		36	44	
7	0.00	9.52		92.59	90.48		7.41	0.00		27	42	
8	0.00	0.00		92.31	96.55		7.69	3.45		13	29	
All Grades	8.12	19.07		68.27	72.75		23.60	8.17		394	367	

Conclusions based on this data:

Preliminary ELPAC scores, indicate that we progressively continue to increase the number of students scoring at Level 4 and Level 3. This year, we had 11% of English Learners reclassified during the 2022-2023 school year. (N=63), this was an increase from last year. Our school's emphasis on English Learners and language development allowed for more intentional focus and growth with our students. Our ELPAC Bootcamp and focus on English Learner strategies in and outside the classroom made a big difference. The data for the 2021-2022 and 2022-2023 school years indicates that the Writing Domain is the lowest scoring with 0/0% of all ELs scoring at Level 4 in grade 8 over the two prior years, with highest percentage of students scoring at 28.57% in level 4 in 4th grade. Because of this, our school will focus on writing across the all grades and curricular areas. Our school will be partnering with Read, Think, Write Group to incorporate more writing across all curricular areas.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
983	**94.4**	**57.5**	**0.3**
Total Number of Students enrolled in Cesar E. Chavez K-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	565	57.5
Foster Youth	3	0.3
Homeless	135	13.7
Socioeconomically Disadvantaged	928	94.4
Students with Disabilities	107	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.0
American Indian		
Asian		
Filipino	3	0.3
Hispanic	947	96.3
Two or More Races	4	0.4
Pacific Islander	1	0.1
White	18	1.8

Conclusions based on this data:

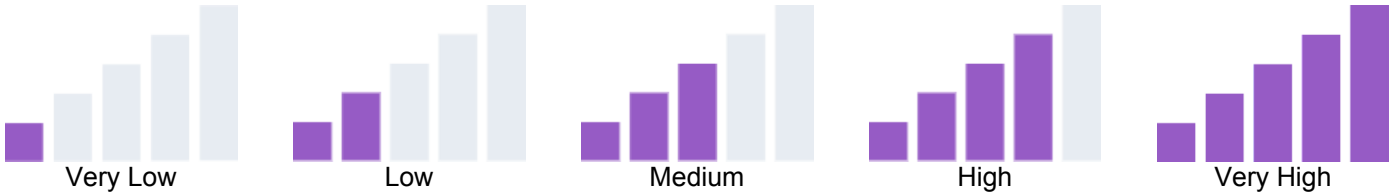
If current patterns persist, it is projected that our enrollment for the current year will experience a minor decline. However, the percentages of English Learners (EL) and students with socio-economic disadvantages (SED) are expected to remain consistent with previous years. Our strategic focus on delivering robust initial instruction, implementing targeted interventions informed by data analysis, and offering comprehensive support services to address the holistic needs of EL and SED students, as well as foster youth, homeless students, and those with disabilities, will persist. Notably, the percentage of students with disabilities has consistently shown an upward trend in recent years. Given the significant presence of English Learners in our school, it is imperative that we tailor our instruction to meet their specific needs and diligently monitor their progress to ensure continual improvement in language acquisition. To achieve this objective, teachers will diligently provide both Designated and Integrated English Language Development (ELD) instruction.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very High
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

Our K-8 school has dedicated significant efforts towards cultivating a positive school culture within classrooms and throughout the campus, with the aim of attending to the academic and socio-emotional well-being of students. While we have observed modest improvements in English Language Arts (ELA) and Math, there remains a considerable need for improvement across all subject areas. The progress made in math during the early years is counteracted by a stagnation or decline as students progress to higher grades. To tackle this issue, we are actively addressing the decline

through Professional Learning Communities (PLCs) that center around DuFour's four essential questions and the Cycle of Inquiry. It is important to note that chronic absenteeism and suspension rates contribute to this decline. As we move forward, our primary focus will be on fostering continuous growth across all grade levels.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

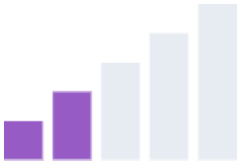
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
69.1 points below standard	78.9 points below standard	2 Students
629 Students	457 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
89.2 points below standard	70.0 points below standard	148.5 points below standard
106 Students	607 Students	90 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 0 Students	No Performance Level 0 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 69.7 points below standard 609 Students	No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 68.7 points below standard 14 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
96.4 points below standard 302 Students	44.9 points below standard 155 Students	53.6 points below standard 120 Students

Conclusions based on this data:

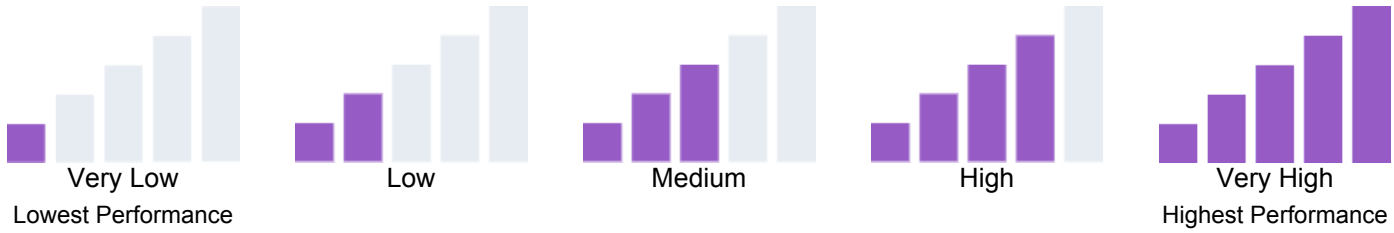
The analysis indicates that students within each subgroup demonstrated an improvement in their average scale scores. However, it is noteworthy that students classified as current English learners (ELs) persistently exhibit the greatest disparity from the established standards. While long-term English learners (LTELs) remain a subgroup of particular concern, we are observing a positive trend of reclassifying students in grades 3, 4, and 5 as proficient. To bridge the gap and reduce the deficit from the standards, it is crucial to provide comprehensive and effective initial instruction, incorporating both integrated and targeted English language development (ELD) interventions across all grade levels. Moreover, a specific focus on interventions tailored to LTELs is necessary to facilitate their progress within this subgroup.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

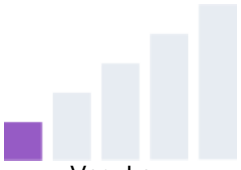
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
116.8 points below standard	120.4 points below standard	2 Students
626 Students	456 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
128.9 points below standard	118.9 points below standard	182.1 points below standard
106 Students	604 Students	88 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 0 Students	No Performance Level 0 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 117.0 points below standard 606 Students	No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 108.4 points below standard 14 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.8 points below standard 301 Students	109.9 points below standard 155 Students	110.9 points below standard 121 Students

Conclusions based on this data:

Based on an analysis of our school's performance, it can be concluded that our school has been classified as in need of support under the designation of "ATSI" (Additional Targeted Support & Improvement) status this year. This determination arises from the fact that all subgroups within our school have demonstrated minimal progress in the field of mathematics, consistently remaining significantly below the expected standards. Notably, students designated as "RFEP" have the lowest "distance from met" despite being underperforming.

In order to foster improvement across all subgroups, it is imperative that we prioritize a comprehensive approach. This should entail the implementation of intentional, standards-based instruction and targeted interventions. Additionally, measures such as reducing class sizes in middle school, incorporating writing into the mathematics curriculum, and emphasizing problem-solving skills are crucial. Furthermore, it is essential to foster collaboration and knowledge-sharing among educators through Professional Learning Communities (PLCs) in order to disseminate effective practices and facilitate growth across the board.

School and Student Performance Data

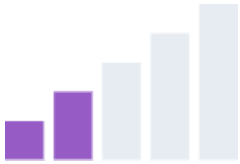
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

61.6 making progress towards English language proficiency

Number of EL Students: 315 Students

Performance Level: 2

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.

2022 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
10.2%	28.3%	0.3%	61.3%

Conclusions based on this data:

It can be inferred that significant progress has been achieved in the English Learner Progress domain, as the majority of students have attained level 3 or 4 scores. Notably, a substantial proportion of students who have successfully met reclassification criteria belong to grades 3, 4, and 5. Consequently, there is a need to increase the number of English Language learners that are reclassified in middle school to a level 4 in order to facilitate their reclassification. Moving forward, our commitment to supporting both English Learner students and Long-Term English Learners (LTELs) will be manifested through the implementation of a comprehensive school-wide writing program, integration of English Language Development (ELD) instruction across the curriculum, targeted interventions tailored to their specific needs, as well as daily emphasis on Accelerated Reader (AR) independent reading.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

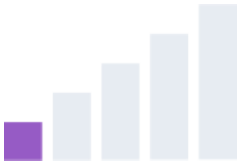
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
36.6% Chronically Absent	28.8% Chronically Absent	Less than 11 Students
1047 Students	594 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
31.7% Chronically Absent	36.6% Chronically Absent	52.5% Chronically Absent
167 Students	1010 Students	139 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
9 Students	1 Student	2 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	No Performance Level
35.9% Chronically Absent	Less than 11 Students	Less than 11 Students	50% Chronically Absent
1008 Students	4 Students	1 Student	18 Students

Conclusions based on this data:

The percentage of students displaying chronic absenteeism remained relatively stable across all subgroups, with the exception of the homeless subgroup, where a noticeable change was observed. In light of this, our ORC will be implementing an attendance incentive program aimed at reducing chronic absenteeism and pomoting regular student attendance. The issue of absenteeism's correlation with student academic performance is being actively addressed through various means such as parent meetings, telephone conversations, and individual student interventions. We are currently focused on identifying the underlying causes of absences and collaborating with families to overcome barriers hindering attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

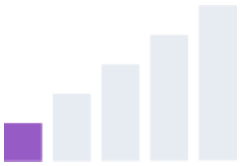
Very High	High	Medium	Low	Very Low
4	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	No Performance Level
6.1% suspended at least one day	4.4% suspended at least one day	Less than 11 Students
1103 Students	615 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
6.4% suspended at least one day	6.2% suspended at least one day	10.3% suspended at least one day
172 Students	1059 Students	146 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
11 Students	1 Student	2 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	No Performance Level
6.1% suspended at least one day	Less than 11 Students	Less than 11 Students	9.1% suspended at least one day
1057 Students	4 Students	1 Student	22 Students

Conclusions based on this data:

The suspension rate observed in the last two years has demonstrated either a stable or decreasing trend across all subgroups. The combined efforts of our PBIS team, implementation of restorative justice practices, and emphasis on fostering a positive school climate have resulted in a reduction of office referrals for offenses that traditionally warranted suspension. However, it is important to note that certain issues, which were previously addressed through alternative corrective measures, may still necessitate the use of suspension as a disciplinary action. An example of this is the escalating use of vaping among middle school students. Matters like vaping will be proactively addressed through various means, including expectation assemblies, SEL class lessons, TUPE lessons, and engagement with parent groups such as Coffee with the Principal.

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- 1st grade: STAR 360 Early Literacy Assessment 2nd grade - 8th grade: STAR 360 Reading Assessment	Year of Assessment 2022-2023 Early Literacy Kindergarten: EOY 48.9% at benchmark according to Renaissance Analytics. Grade 1: EOY 42.9% at benchmark according to Renaissance Analytics. — Reading Grade 1: EOY 38% at benchmark according to Renaissance Analytics. Grade 2: EOY 24% at benchmark according to Renaissance Analytics.	Year of Assessment 2023-2024 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 2nd grade will score At/Above Benchmark by the End of the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SGP % According to Renaissance Analytics: High Growth 48.6 Typical Growth 29.7 Low Growth 21.6 Grade 3: EOY 23% at benchmark. SGP % According to Renaissance Analytics: High Growth 36.7 Typical Growth 34.7 Low Growth 28.6 Grade 4: EOY 12% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 35.4 Typical Growth 24.4 Low Growth 40.2 Grade 5: EOY 35% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 35.1 Typical Growth 39.4 Low Growth 25.5 Grade 6: EOY 22.8%% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 26.8 Typical Growth 33.3 Low Growth 39.8	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
	Grade 7: EOY 24.3% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 40.7 Typical Growth 25 Low Growth 34.3 Grade 8: EOY 18.4% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 25.5 Typical Growth 25.5 Low Growth 49.1	
DLI Students in grades: Kindergarten - 1st grade STAR Early Literacy Spanish Assessment 2nd Grade - 6th grade STAR 360 Reading in Spanish Assessment	End of the Assessment 2022-2023 Early Literacy Kindergarten: EOY 77% at benchmark according to Renaissance Analytics. Grade 1: EOY 63% at benchmark according to Renaissance Analytics. — Reading Grade 2: EOY 63.9% at benchmark according to Renaissance Analytics. Grade 3: 54% at benchmark according to Renaissance Analytics. Grade 4: 36.8% at benchmark according to Renaissance Analytics. Grade 5:	Year of Assessment 2023-2024 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: Grade 7: 35.2% at benchmark. Grade 8: 50% at benchmark.	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: 60% 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 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 2022-2023 Grade 1: EOY 48% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 17.3 Typical Growth 29.3 Low Growth 53.3 Grade 2: 33.3% at benchmark according to Renaissance Analytics.	Year of Assessment 2023-2024 All grade Levels will achieve an average SGP of 65 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SGP % According to Renaissance Analytics: High Growth 20.8 Typical Growth 37.5 Low Growth 41.7 Grade 3: 29.8% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 27.6 Typical Growth 39.8 Low Growth 32.7 Grade 4: 21.7% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 10.8 Typical Growth 32.5 Low Growth 56.6 Grade 5: 9.6% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 30.9 Typical Growth 29.8 Low Growth 39.4 Grade 6: 7.6% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics:	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 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	High Growth 18.9 Typical Growth 31.1 Low Growth 50 Grade 7: 7.1% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 18.6 Typical Growth 27.4 Low Growth 54 Grade 8: 14.8% at benchmark according to Renaissance Analytics. SGP % According to Renaissance Analytics: High Growth 38.8 Typical Growth 24.1 Low Growth 37.1	
3rd-8th grade: English Language Arts CAASPP 3rd-8th grade: Mathematics CAASPP	PRELIMINARY Results from 6/6/23 3rd grade: ELA 19% Met/Exceeded Standard 81% Not Met Standard Math 27% Met/Exceeded Standard 73% Not Met Standard 4th grade ELA 15% Met/Exceeded Standard 85% Not Met Standard Math 9% Met/Exceeded Standard 91% Not Met Standard	Increase the amount of students in 3rd - 8th grade in MET/Exceed Standard on the 2023-2024 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
	5th grade ELA 25% Met/Exceeded Standard 75% Not Met Standard Math 9% Met/Exceeded Standard 91% Not Met Standard 6th grade ELA 18% Met/Exceeded Standard 82% Not Met Standard Math 6% Met/Exceeded Standard 94% Not Met Standard 7th grade ELA 24% Met/Exceeded Standard 76% Not Met Standard Math 8% Met/Exceeded Standard 92% Not Met Standard 8th grade ELA 20% Met/Exceeded Standard 80% Not Met Standard Math 13% Met/Exceeded Standard 87% Not Met Standard	
Kindergarten -8th grade: English Learners ELPAC Assessments Reclassification Percentage of English Learners in 3rd - 8th grade	Ellevation Report run 6/4/23 indicates the following status: ELPAC Composite 1: 68 students (17.1% of English Learners) ELPAC Composite 2: 114 students (28.7% of English Learners)	All English Learner students in all grade levels will increase one level on the ELPAC 2023-2024. Increase the total percent of students who Reclassify in 2023-2024 to 25%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELPAC Composite 3: 149 students (37.5% of English Learners) ELPAC Composite 4: 66 students (16.6% of English Learners) 11% of English Learners were reclassified during the 2022-2023 school year. (N=63)	

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
1000	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

4000	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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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)
15000	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 3 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)
2400	LCFF 1000-1999: Certificated Personnel Salaries Cost of substitutes 4 days 3 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, African American 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)
	District Funded 1000-1999: Certificated Personnel Salaries 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

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 calibrate and 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
24000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Think, Read, Write

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 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)
39900	LCFF 5000-5999: Services And Other Operating Expenditures Art Trek, Inc. student lessons to release teachers for 3 Week Cycle Collaboration

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 MTSS Model of supports for students. through the MTSS and SST process in order to identify and disrupt barriers that limit the success of our students and 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. Their progress will be monitored.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Substitute Teachers
	District Funded 1000-1999: Certificated Personnel Salaries 1 Literacy Intervention teacher District funded to provide reading intervention with use of LLI Program
78355	Title I 2000-2999: Classified Personnel Salaries 3 Paraeducators to support Grades 1st and 2nd grade to support small group instruction
7283	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra hours for tutoring

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

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 required to read independently to meet their trimester point goals with 80% accuracy. Students in Kinder to 2nd grade will be required to read independently at least 8 books per trimester with 80% accuracy. Provide incentives for those that reach their goals. Provide professional development in AR to all teachers to ensure full participation and maximize implementation of the AR program.

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

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
2000	LCFF 4000-4999: Books And Supplies Materials and supplies: Incentives
1015	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian OT ($750 + benefits)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

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)
2000	Title III 4000-4999: Books And Supplies Purchase AR Library Books to support ELs (ELD)

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

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 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.

Long Term English Learners, Homeless, SED and Special Education

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 low performance, the school will provide an intervention support teacher or outside service provider (pending staffing) 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)
	LCFF 1000-1999: Certificated Personnel Salaries Cost for substitutes (See Goal #1 Activity 10)
2457	Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours 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.

Students in DLI program in K-8th grade

Strategy/Activity

Implement the Dual Language Immersion Program in Kindergarten through Eighth Grade. In K-5, teachers 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 with the support of the instructional coach.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 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

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, Dreambox

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students 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)
2000	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 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.

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)
	LCFF 1000-1999: Certificated Personnel Salaries Cost of Subs or purchase of prep periods (See Goal #1 Activity 17)

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 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)
3000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours and substitutes
	District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA Support

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 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 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

Implementation a districtwide Learning Management System (LMS), CANVAS, to complete and upload assignments, grades, and 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 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

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 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

In order to improve the low 7th and 8th grade Math scores on the CAASPP, the Master Schedule was revised to allow 7th and 8th grade Math teacher to teach 5 sections of Math instead of 4 sessions plus one elective. This will allow for smaller class sizes and differentiation within the 7th and 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 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.

8th Grade At Promise Students

Strategy/Activity

School counselors will identify 7th grade "at promise" students who are not meeting School Board criteria for 8th grade promotion eligibility to participate in "Operation Si Se Puede! and meet at regular intervals with them and their families to develop a plan for success and monitor their work completion and 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 Counselors 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.

Middle School Students

Strategy/Activity

Provide professional development opportunities through AVID annual conference and additional 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)

2000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
3000	LCFF 5000-5999: Services And Other Operating Expenditures Cost of AVID Conference

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.

5th Grade Class

Strategy/Activity

As part of the school's focus strand of Communication Arts A class of 5th grade students will participate in a 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, acting 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 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.

Homeless, Hispanic, and SED students

Strategy/Activity

Prioritize McKinney Vento (Homeless), Hispanic, and SED students for acceptance into the 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)

	District Funded None Specified ASP

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.

Homeless, Hispanic, LTELS, SED, and SWD students

Strategy/Activity

Provide additional hours for teacher Power Planning Days/Meetings or for tutoring outside school hours (before and after school) to improve performance in English Language Arts, Mathematics and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours for teacher pay

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide 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)
20905	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip services

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, with a focus on Homeless, Hispanic, SED, and SWD.

Strategy/Activity

Provide family education nights (ex. literacy, math, SEL) to enable and develop family academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	LCFF 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Personnel
	LCFF 4000-4999: Books And Supplies Copies, promotional materials, incentives for attendees (See Goal #1 Strategy #1)
100	LCFF 2000-2999: Classified Personnel Salaries Extra hours for personnel for child care.

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

Create project-based learning showcases (cross curricular middle school projects, passion projects, etc.) to have students reach collaboration, innovation, and problem solver aspects of the OSD student profile.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 31

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The 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 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.

Middle School students

Strategy/Activity

Academic incentives will be provided to motivate and engage students in Middle School to maintain targeted GPA. Grades will be checked at semi-random intervals and students who receive the target goal will gain the immediate reward. Some of the checks will be connected to progress reports, some will be random. Teachers will be given a one week advanced notice to the check so that they will have time to prepare and update grades. There will also be rewards for other behaviors (tardies, 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 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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 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

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)
1000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra hours for Leadership Team Members

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.

Students in TK-8th grade

Strategy/Activity

The After School Program will be offered to students in grades TK-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 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.

Students in TK-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 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

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 No additonal cost

Annual Review

SPSA Year Reviewed: 2022-23

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 the STAR 360 results for the 22-23 school year, we observed overall improvement in most grade levels, with the majority of students demonstrating progress (SGP of 35 or higher). This suggests that the strategies and actions outlined in last year's plan were effective in achieving our objectives. Notably, the implementation of 3-week cycles, where teachers collaborated and shared lesson plans and formative assessments, proved to be a successful approach for facilitating high-quality, standards-based instruction. While we acknowledge these score improvements, we recognize that there is still a considerable distance to cover in order to achieve our ultimate goal of proficiency or higher for all students. Consequently, we will continue pursuing many of the goals established in 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.

Funds have been assigned to bolster support for initiatives taken in the previous year: improving the effectiveness of professional learning communities, utilizing the cycle of inquiry, 3-week Cycles, monitoring student progress through MTSS, and extending opportunities for students to learn and meet goals. Additionally, support is being provided to support the Biliteracy 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 in the area of writing, standards based planning of instruction and implementation of PLCs which will set cohesive instructional goals for the school and develop pathways to attain them. Additionally, we will be collaborating with EdPartners to provide support for our Middle School Program in preparing our students for High School and College and Career.

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 2022-2023 end of year attendance report, Chavez had an overall Enrollment of 815 students with 93.29% Average Daily Attendance Rate. 214 students chronically absent = 26% • 110 EL =13.5% • 50 Homeless = 6% • 41 RSP = 5% • 210 Hispanic =25.7%	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	As of report run on 6/4/23, number of suspension incidents was 52. English Learners: 25 SWD: 11 Homeless: 4 Hispanic: 50	Decrease the amount of school suspensions by 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	Grades 3-5 Teacher Student Relationships: 77% (-2) Sense of Belonging: 63% (-4) Self Management: 62% (-2) Social Awareness: 65% (-5) Growth Mindset 59% (-5) Engagement 56% (-6) Emotional Regulation 47% (-4) Grades 6-8 Self Management 53% (-4) Social Awareness 46% (-2) Growth Mindset 45% (+1) Teacher-Student Relationships 45% (0) Emotional Regulation 41% (0) Sense of Belonging 36% (-4) Engagement 29% (-3)	Increase the percent of students in each category by 20%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

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. Provide for hours for Power Planning Days/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	LCFF

	1000-1999: Certificated Personnel Salaries PBIS team extra hours Print PBIS posters (See Goal 1)
	LCFF 4000-4999: Books And Supplies Incentives for PBIS (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: focus on Hispanic, Homeless, Student with Disabilities and SED

Strategy/Activity

To address the ATSI status and decrease suspension rates, staff will implement Positive Behavior supports within the classroom including community circles. Counselors/administrators will implement restorative approaches for Positive Behavior Interventions and Supports including restorative circles and/or small group counseling groups. MS will focus on SEL 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 Counselors 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.

English Learners

Strategy/Activity

Run a 2 week Spring Break Camp for English Learners provided by Coach Al to improve the social-emotional skills, engagement, growth mindset, and resilience of 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)
29267	Title III 5800: Professional/Consulting Services And Operating Expenditures

	Coach Al

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

Mitigate interpersonal problems and self-regulation, in efforts to decrease suspension incidents, 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 7

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Staff will follow the Multiple Tiered Systems of Supports (MTSS) pyramid for behavior and social-emotional supports. The school will hold regular MTSS 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 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 Grades 5th through 8th grade

Strategy/Activity

In order to improve the overall school culture and climate staff and students in grades 6th through 7th grade will participate in a Mindful Academy Series through 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)
11556	LCFF 5800: Professional/Consulting Services And Operating Expenditures Coach "Al"

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

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)
2000	LCFF 4000-4999: Books And Supplies Playground equipment and signage

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 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 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)
500	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 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus supervisors 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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: 6 Campus Assistants
33330	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: 3 additional campus supervisor (4 hours) for 180 days

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

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 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

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 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

To increase meaningful participation, school connectedness and build school culture, all staff will implement spirit weeks throughout the year following the district identified Monthly themes and conduct schoolwide flag salute once weekly 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)
	District Funded 1000-1999: Certificated Personnel Salaries Counselors and ORC

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students Economically Disadvantaged (SED) and Students with Disabilities

Strategy/Activity

In order to address the ATSI status, student attendance will be monitored on a biweekly basis by attendance tech and MTSS Team to identify trends and patterns of attendance. To mitigate the

chronic absenteeism, students identified will placed on attendance contracts, incentives will be provided, parents will be conferenced with, and home visits will be conducted.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 ISee Goal #1 Strategy 33)

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

Hold a "Growth Parade" once per trimester for all students to identify and celebrate their areas of growth with staff, family, and the community to enable growth mindset and improve school 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)
	See goal 1, strategy 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, focus on chronic absenteeism

Strategy/Activity

Hold an end of the year award celebration to present: "Soaring Eagle Award" (academics), "Cesar Chavez Award" (citizenship and character), "Rising Eagle Award" (improvement), "Club180" (attendance) to encourage student motivation for high achievement, character development, and attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Award Supplies

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

In efforts to increase student voice and agency, admin will establish and meet monthly with student focus groups: 3-5 and 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 1000-1999: Certificated Personnel Salaries 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

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 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 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 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

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: 2022-23

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 was less than half of the previous years due to increase in PBIS strategies, including increased number of assemblies, use of a social-emotional coach (Mindset Academy) for grades 5-8, and changes in the amount and type of supervision.

Goal was met for 3-5 student teacher and engagement. Other goals not met. Middle school scores are generally lower than the 3-5 scores, however the changes in the scores were not as drastic this year as compared to previous years, indicating more stability. This is the first year we have done a third Panorama test for EOY. If we compare the differences in scores for Winter 21 to Winter 22, the overall drop is not as significant. This EOY data will serve as a baseline for next year's EOY data.

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 significant disparities were observed between the planned implementation and the budgeted expenditures. In addition to the items we had budgeted for, our school received funds for the development of a student wellness center. We look forward to the grand opening next 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.

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 education partners 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 15 parents attended ELAC meetings, meeting our goal of increasing by 100% (6) from the previous year.	Increase parent attendance to ELAC Meetings by 100% this year as measured by the parent sign in sheets for each meeting.
Parent Needs Assessment Survey	39 parents responded to the survey. Previous goal of 25% not met.	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. These will be the Back to School Night in the Fall and Open House 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)
	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, Creating email accounts and pairing to students' CANVAS accounts, 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)
541	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation

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 and happenings with our school. 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 instructional needs and other 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)
	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 Parent Square, 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. Conduct outreach to parents of students who don't to explain the impact and risk of becoming Long Term English Learners and how they can support.

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

Amount(s)	Source(s)
500	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 increase 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)
10000	Title III 5800: Professional/Consulting Services And Operating Expenditures ex. Ventura County CABE Chapter and Annual CABE Annual Conference (6 attendees)

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, Foster Youth and Migrant

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.

All Students

Strategy/Activity

Work with PTA to offer family and community events (ex. Día Del Niño, Día De Los Muertos, lunch on the lawn, etc.) to strengthen school culture and parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

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.

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 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 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 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

Recruit "room parents" and/or grade level parents and chaperones during the Back to School Night and other beginning of the year events to use them as a way to further promote parent involvement and communication for our Parent Committee meetings (ELAC Meetings, SSC Meetings, PTA) and other events (Coffee with the Principal, Parent Family Events, 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)
	District Funded 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 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. 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.

In addition to the items we had budgeted for, our school received funds for the development of a student wellness center. We will have a grand opening next 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.

Next year, we will attempt to focus more on positive, proactive measures to improve student behavior and increase engagement, such as the continuation of Mindset Academy. Additionally, we will be setting new guidelines for success for behavior through our PBIS as well as focusing on enforcing them consistently. While our instances of suspension decreased this year, we would like to continue to decrease the number.

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	$337,009.00

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	$99,260.00
Title III	$45,765.00

Subtotal of additional federal funds included for this school: $145,025.00

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	$179,701.00
LCFF - Intervention	$12,283.00

Subtotal of state or local funds included for this school: $191,984.00

Total of federal, state, and/or local funds for this school: $337,009.00

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	99260	0.00
Title III	45765	0.00
LCFF	179701	0.00
LCFF - Intervention	12283	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	179,701.00
LCFF - Intervention	12,283.00
Title I	99,260.00
Title III	45,765.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	16,300.00
2000-2999: Classified Personnel Salaries	LCFF	34,445.00
4000-4999: Books And Supplies	LCFF	32,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	44,900.00
5700-5799: Transfers Of Direct Costs	LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	50,556.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,283.00
2000-2999: Classified Personnel Salaries	Title I	78,355.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,905.00

1000-1999: Certificated Personnel Salaries	Title III	2,457.00
2000-2999: Classified Personnel Salaries	Title III	1,141.00
4000-4999: Books And Supplies	Title III	2,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	39,267.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	244,815.00
Goal 2	80,653.00
Goal 3	11,541.00

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
Jesus Herrera	Other School Staff
Alejandra Flores	Parent or Community Member
Ines Gonzalez	Parent or Community Member
Beatriz Perez Palma	Parent or Community Member
Lizette Reyes	Parent or Community Member
Emma Valencia	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 6-8-23.

Attested:

Principal, Bertha M. Anguiano on 6-8-23
SSC Chairperson, Laura Silva on 6-8-23

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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Committee or Advisory Group Name	Signature
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 6-8-23.

Attested:

Principal, Bertha M. Anguiano on 6-8-23	
SSC Chairperson, Laura Silva on 6-8-23	

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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 5, 2023	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)

Additional Targeted Support and Improvement

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement) status, due to data reported on the multiple measures system that assess how local educational agencies and schools are meeting the needs of their students' and reported through the California School Dashboard. Our homeless student group scored very low for Academics (ELA/Math) and very high for Chronic Absenteeism and Suspension Rate. Also, due to our Students with Disabilities student group scoring very low in ELA and Math and very high for Chronic Absenteeism on the California Dashboard. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as providing extended learning opportunities for these groups wuth after school tutoring focused on students' needs identified in language arts and mathematics; providing teacher lead interventions during the school day and afterschool, and providing the students with hands on practice opportunities to become more familiarized with SABC assessments, question format and use guided practice tests. We have identified key strategies to support positive behavior and an attendance incentive program to encourage students to come to school every day. There are several other strategies and actions included in our Single Plan for Student Achievement that will address and support our Homeless and Student with Disabilities groups to be successful in the areas identified for ATSI.

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.

Curren School is driven by a vision to empower every student not only to acquire knowledge but also to embody it. Our mission is to enable all children to take ownership of their learning, exercise their burgeoning autonomy, explore avenues for defining their own versions of success, and develop into responsible members of our global society. Our committed staff endeavors to educate students within a culturally proficient climate, fostering academic success, lifelong learning, and productive citizenship. We place a strong emphasis on developing literacy and biliteracy skills and nurturing social competence. At Curren School, we are dedicated to delivering an exceptional educational program, aiming to empower students not only to acquire knowledge but also to apply it effectively. We believe in equipping students with the tools they need to become proficient mathematicians, fostering independent acquisition of knowledge. While we spare no effort in providing comprehensive support, we recognize that empowering students is the most profound gift we can bestow as educators. The ability to take ownership of their learning is a key attribute we prioritize within our mission statement. By empowering students to exercise their growing autonomy, discover opportunities for personal success, and assume responsibility as global citizens, we are able to focus on differentiation and holistic student development.

Our primary focus centers on delivering exemplary instruction, exemplified by the integration of Common Core Standards, 21st-century skills, technology utilization, differentiated instruction, social-emotional and behavioral support, professional learning communities, and community engagement. We prioritize the alignment of instructional content standards, leveraging the structure and emphases of college- and career-ready mathematics as well as ELA/literacy standards. At Curren, this entails providing a clear set of math skills and concepts geared towards real-world problem-solving, as well as literacy skills centered around reading comprehension and effective oral communication. Curren School's plan is to adopt a dynamic and deliberate approach to instruction, fostering robust professional learning communities (PLCs) to support this endeavor. We firmly believe in offering a rigorous academic curriculum by employing data-driven instructional practices that necessitate collaboration and continuous improvement. Our aim is to provide sufficient time and support for both students and staff to thoroughly explore and comprehend the standards and their practical application to learning. Through these endeavors, we strive to cultivate lifelong learners who are equipped to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and character development (the 5 Cs) will remain focal points across all subject areas.

While our main focus is on academic excellence, we also place great importance on character education and leadership development. These qualities are particularly crucial in the current political and social landscape. Our goal is to cultivate strong leaders who are empathetic, responsible, and capable of contributing to our local and national communities. Recognizing that parental involvement is a critical factor in students' educational success and reaching their full potential, we actively promote and facilitate engagement from our parent community and stakeholders. Through our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), we encourage parents to play a newly added Open House in the Spring, Math and Literacy Nights, monthly Coffee with the Principal meetings, and other parent engagement initiatives further support and foster meaningful and productive opportunities for parents to engage in their child's academic and socio-emotional growth. We continually implement and refine our PBIS-CHAMPS approach to ensure that all students' academic and socio-emotional needs are met, fostering the achievement of high academic standards across all content areas while nurturing the socio-emotional growth of our students within a safe, positive learning environment. At Curren School, our entire staff is committed to strengthening our partnerships with parents to increase parental involvement and achieve the goals outlined in our School Plan for Student Achievement.

Additionally, Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.
Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.
Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.
Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.
A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.
All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

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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, it is evident that addressing the needs of English Learners (EL), students who receive Special Education services, and those identified under the McKinney-Vento Act will be a key focus for the upcoming school year. The feedback received from classroom observations and teachers underscores the necessity for professional development opportunities to enhance teachers' understanding of effective English Language Development (ELD) strategies. Additionally, there is a need for additional accommodations, supports, and interventions to be provided to students, as outlined in Goal 1. It is essential for teachers to review ELD standards, Individualized Education Programs (IEPs), accommodations, supports, and gain a comprehensive understanding of these practices.

Furthermore, classroom observations have indicated the need for teachers to have meaningful opportunities for collaboration and active participation in the cycle of inquiry related to the Common Core State Standards. It is imperative to consider relevant data points, such as Star data and Interim Assessment Blocks (IABs), in order to refine and enhance our approach to instruction. Given the unique challenges faced in the past school years, it is crucial to identify new efficiencies in the curriculum that are essential for supporting student learning.

Specifically, teachers in the Dual Language Immersion (DLI) program require dedicated time for collaboration, particularly in the areas of DLI lesson planning and design. Spanish/English counterparts also need to work collaboratively on bridging, unit mapping, and planning units of instruction. Professional development and collaboration focused on progress monitoring, utilizing various data points and establishing SMART goals, such as Star and the Leveled Literacy Intervention (LLI) program, will contribute to improving the overall reading levels of our students.

Mathematics continues to be an area of concern and an identified need for growth. To address this, instruction must prioritize rigor, higher levels of depth of knowledge, and critical thinking in order to align with the standards. It is crucial to emphasize the application of depth of knowledge questions across all content areas.

By addressing these areas of focus through targeted professional development, collaboration, and data-driven practices, we are confident that we will make significant strides in meeting the diverse needs of our students and ensuring their academic 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)

The administration of state assessments in the previous school years, following the COVID-19 pandemic, has provied valuable data that will inform our instructional focus for the upcoming 2023-2024 school year. Both local and school assessments have highlighted the need for improvement in English Language Arts (ELA) and Mathematics, particularly among English Learners (EL), McKinney-Vento and students who recieve Special Education services. The data from past state assessments has revealed that students in special populations are performing at lower levels compared to their peers.

It is evident that the transfer of mathematical language and symbols to English is not occurring effectively, as reflected in the previous assessment scores. To achieve higher performance levels, it is crucial to enhance literacy skills and reading comprehension among these students. It is recommended that classroom lessons integrate the knowledge and skills that ELs and students who recieve Special Education services possess from other content areas into their literacy instruction, encompassing both English and Spanish. This approach is particularly relevant for Dual Language Immersion (DLI) students.

By incorporating cross-curricular connections and leveraging the strengths of our students, we can foster a more comprehensive approach to literacy instruction. This will contribute to improving their overall academic performance and better equip them for success in ELA and Mathematics. By addressing the specific needs of ELs and students who recieve Special Education services through targeted instruction and support, we can work towards closing the achievement gap and promoting equitable learning outcomes for all students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school and district have implemented an assessment calendar that establishes clear expectations for administering assessments. Regular administration of specific assessments, such as STAR 360 Reading and Math, enables the school to effectively monitor student progress. In addition to these standardized assessments, curriculum-embedded assessments from programs like Wonders, Maravillas, Study Sync, and DLI Units serve as diagnostic tools and allow for targeted interventions when necessary. These various forms of assessment provide teachers with meaningful sources of information to gauge student comprehension and identify areas requiring further attention.

The data collected from these assessments plays a vital role in informing the establishment of desired learning goals. Teachers utilize this data to determine students' understanding and identify areas in need of improvement. Subsequently, learning goals and instructional approaches are adjusted to accommodate differences in students' learning styles and intelligences, ensuring a more personalized and effective learning experience for all students. By leveraging assessment data in this manner, the school strives to foster an environment that supports individualized instruction and promotes student growth and success.

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, 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 assist 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. A Literacy Intervention Teacher (LIT) 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 standard. When applicable for this school year, after school tutoring will be offered specifically for at-risk and underperforming students and enrichment for student sperfrming 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 supports utilized for all learners. Students are engaged in rigorous, relevant learning. Small group 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 and CBMs, willbe utilized. Discovery based teaching is implemented using Twig Science for K-5 and McGraw Hill Inspire Science Curriculum for 6-8 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 is be offered in accordance with county and district health guidelines regarding the post COVID-19 pandemic environment.

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)

Education Partners 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 state California Association of Bilingual Education (CABE) Conference. Teachers provide tutoring that is specific to socioeconomically disadvantaged students and English Learners for extended breaks from school. This year, stakeholders requested academic "Boot Camps" to provide students with another resource after school to prepare for important state-mandated assessment such as the ELPAC test and CAASPP, especially given the learning disruption and unique challenges presented by the post 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 and DLI Unit roll out. Funds were also utilized to address unique challenges of this school year. 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.

Educational Partner 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 School Plan for Student Achievement (SPSA) at Curren School involved active participation from teachers, staff, and governance Education Partner groups. The School Leadership Team conducted a series of meetings on April 17, 26, and May 3, 10, 17, and 24, 2023 to address and discuss the three SPSA goals and corresponding actions. These meetings served as platforms for collaborative decision-making and strategic planning.

To analyze baseline data and establish expected academic goals for the 2023-2024 school year, grade level teams met as Professional Learning Communities (PLCs) on May 3, 10, and 24, 2023.

These PLC meetings utilized data from Spring Star assessments, focusing on Early Literacy, Reading, and Math. Discussions also encompassed identifying necessary supports and resources required to meet the academic outcomes outlined in the SPSA.

On June 6, 2023, the School Principal shared the finalized SPSA with all teachers and support staff. This meeting provided an opportunity to discuss the SPSA goals, review grade-level outcomes/goals, and examine the strategies and activities proposed to be implemented at the school. Additionally, the meeting addressed the allocation of the 2023-2024 budget for the identified initiatives.

The School Site Council convened on June 5, 2023, to thoroughly review the main components of the SPSA and gain a comprehensive understanding of the three SPSA goals. During this meeting, the council members provided input and recommendations for the site's SPSA. The Spring Star data from Fall assessments (Early Literacy, Reading, and Math) were reviewed, and a completed draft of the SPSA was presented for approval.

Furthermore, the English Learner Advisory Committee held meetings on April 28 and May 26, 2023, with a specific focus on reviewing the SPSA and providing input. Emphasis was placed on discussing strategies to support English Learners in their efforts to enhance English language proficiency levels and achieve reclassification. Activities aimed at enhancing parent engagement were also explored and discussed.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Unfortunately, due to a shortage of substitutes, there was limited opportunity for dedicated days set aside for teacher collaboration during the instructional day, progress monitoring, and additional professional development beyond the designated Wednesday collaboration day, DLI training, and school-based professional development during the previous school year. The lack of available substitute teachers impacted the scheduling of these important activities.
Furthermore, the hiring of an intervention service provider was delayed until late in the school year, as there were insufficient candidates in the eligibility pool. This resulted in a delay in providing additional necessary interventions and support for students in Tier II interventions.

After-school tutoring sessions were also affected due to limited staff availability. Staff members were unable to consistently participate in after-school tutoring across grade levels, thereby limiting the number of students who could participate in additional interventions after school to the students whose teachers were providing the tutoring. Students in our special population group had limited participation as only one special education teacher provided tutoring for our special education students.

It is important to note that a number of students have experienced trauma during the post-pandemic period, which has posed challenges for their attendance and full engagement during academic instruction. These difficulties have hindered their ability to fully participate in and benefit from instructional activities.Given these constraints and circumstances, the school recognizes the need to address the shortage of substitutes, improve the hiring process for Intervention Service Providers (ISPs), and explore alternative solutions to ensure consistent and accessible after-school support.

Additionally, the school is committed to providing a supportive and inclusive environment that acknowledges and addresses the impact of trauma on students' academic engagement and success. Efforts will be made to provide necessary resources and support systems to help students overcome these challenges and fully participate in their educational journey.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	0.7%	0.55%	0.22%	7	5	2
Asian	0.3%	0.33%	0.11%	3	3	1
Filipino	0.2%	0.22%	0.65%	2	2	6
Hispanic/Latino	96.4%	96.92%	97.07%	931	881	894
Pacific Islander	%	%	0%			0
White	2.0%	1.76%	1.63%	19	16	15
Multiple/No Response	0.3%	0.22%	0.33%	3	2	3
			Total Enrollment	966	909	921

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	97	98
Grade 1	99	98	100
Grade 2	100	90	100
Grade3	97	96	86
Grade 4	101	96	98
Grade 5	114	96	109
Grade 6	107	113	113
Grade 7	119	111	112
Grade 8	131	112	105
Total Enrollment	966	909	921

Conclusions based on this data:

Curren School's enrollment and demographics have shown consistency compared to the previous year. The data indicates that the majority of our student population, accounting for 97% of students, identifies as Hispanic or Latino. Given this demographic composition, it is crucial to incorporate culturally relevant activities and lessons in the classroom to engage our families and establish connections with their prior knowledge and background information. These practices contribute to creating an inclusive and supportive learning environment for our students.

It is worth noting that enrollment across different grade levels is evenly distributed, with no significant disparities among cohorts. The full implementation of the Dual Language Immersion program from Kindergarten through 5th grade has not resulted in any notable changes in the school's overall enrollment patterns.

The school recognizes the importance of valuing and embracing the cultural diversity within our student body. By acknowledging and incorporating students' cultural backgrounds, we can foster a sense of belonging and create educational experiences that resonate with their identities and experiences. Through culturally responsive teaching practices, we aim to empower our students and facilitate their academic and personal growth.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	498	540	561	51.60%	59.4%	60.9%
Fluent English Proficient (FEP)	229	171	162	23.70%	18.8%	17.6%
Reclassified Fluent English Proficient (RFEP)	28			5.6%		

Conclusions based on this data:

Curren School has experienced an increase in the number of English Learners, with this student population now comprising over 60% of our total enrollment. In 2022-2023, a total of 79 students met the criteria for reclassification based on their performance and district benchmarks from the 2021-2022 school year. It is important to note that 75% of our English Learners have Spanish as their primary language.

To effectively support our English Learners, it is crucial to incorporate culturally relevant topics and provide opportunities for students to make connections to their native language within the classroom. By doing so, we can enhance their engagement and create a more inclusive learning environment that respects their linguistic and cultural backgrounds.

One specific area of concern is the number of Long-Term English Learners (LTELs) in our middle school. We recognize the need for improvement in this regard. Based on the reclassification rates for the 2022-2023 academic year, middle school students have shown a slight increase in reclassification rates, approaching the rates achieved by students in grades 3-5.

Addressing the needs of our LTELs and ensuring their successful language development and academic progress is a priority for Curren School. By implementing targeted interventions, providing additional support, and adopting effective instructional strategies, we aim to improve reclassification rates and overall outcomes for our middle school English Learners.

Furthermore, ongoing assessment and monitoring of English Learners' progress will enable us to identify areas for improvement and tailor our instructional approaches to meet their specific needs. Through these efforts, we strive to foster language proficiency, academic achievement, and a sense of belonging for all our English Learners at Curren School.

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	27	28%	10	10%	18	19%	41	43%	4	752
Grade 1	95	23	24%	16	17%	12	13%	44	46%	4	819
Grade 2	32	28	88%	3	9%	1	3%	0	0%	1	773

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. It should be noted that 2nd graders also take the STAR reading test and these 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 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	94	58	62%	19	20%	10	11%	7	7%	1	857
Grade 3	83	37	45%	25	30%	13	16%	8	10%	1	937
Grade 4	94	59	63%	19	20%	9	10%	7	7%	1	957
Grade 5	119	60	50%	23	19%	29	24%	7	6%	1	984
Grade 6	91	48	53%	25	27%	11	12%	7	8%	1	999
Grade 7	112	49	44%	27	24%	29	26%	7	6%	2	1038
Grade 8	105	26	25%	27	26%	39	37%	13	12%	2	1079

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. 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, monitored 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	99	29	29%	47	47%	23	23%	0	0%	2	827
Grade 2	93	48	52%	24	26%	13	14%	8	9%	1	884
Grade 3	82	39	48%	17	21%	21	26%	5	6%	1	943
Grade 4	95	51	54%	31	33%	10	11%	3	3%	1	969
Grade 5	118	63	53%	28	24%	18	15%	9	8%	1	1016
Grade 6	104	64	62%	29	28%	8	8%	3	3%	1	1020
Grade 7	111	69	62%	28	25%	12	11%	2	2%	1	1033
Grade 8	89	67	75%	18	20%	2	2%	2	2%	1	1043

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 are 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 levels 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 prepared for increased rigor and complexity in mathematics. First instruction practices must be evaluated, monitored 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		95			94			94			98.9	
Grade 4		96			94			94			97.9	
Grade 5		95			95			95			100.0	
Grade 6		111			109			109			98.2	
Grade 7		106			106			106			100.0	
Grade 8		110			110			110			100.0	
All Grades		613			608			608			99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2363.			4.26			19.15			22.34			54.26	
Grade 4		2418.			11.70			14.89			24.47			48.94	
Grade 5		2427.			6.32			13.68			20.00			60.00	
Grade 6		2476.			6.42			22.02			28.44			43.12	
Grade 7		2498.			6.60			21.70			33.96			37.74	
Grade 8		2497.			0.91			25.45			23.64			50.00	
All Grades	N/A	N/A	N/A		5.92			19.74			25.66			48.68	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.26			58.51			37.23	
Grade 4		8.51			62.77			28.72	
Grade 5		4.21			60.00			35.79	
Grade 6		7.34			55.96			36.70	
Grade 7		8.49			63.21			28.30	
Grade 8		5.45			50.00			44.55	
All Grades		6.41			58.22			35.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.32			44.68			50.00	
Grade 4		5.32			55.32			39.36	
Grade 5		6.32			36.84			56.84	
Grade 6		11.93			47.71			40.37	
Grade 7		9.43			47.17			43.40	
Grade 8		1.82			55.45			42.73	
All Grades		6.74			48.03			45.23	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.13			78.72			19.15	
Grade 4		6.38			77.66			15.96	
Grade 5		7.37			70.53			22.11	
Grade 6		9.17			71.56			19.27	
Grade 7		8.49			71.70			19.81	
Grade 8		5.45			72.73			21.82	
All Grades		6.58			73.68			19.74	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.32			60.64			34.04	
Grade 4		3.19			64.89			31.91	
Grade 5		8.42			54.74			36.84	
Grade 6		6.42			68.81			24.77	
Grade 7		8.49			69.81			21.70	
Grade 8		4.55			71.82			23.64	
All Grades		6.09			65.46			28.45	

Conclusions based on this data:

The recent release of the 2022 CA School Dashboard has indicated that our CAASPP testing results have remained relatively consistent compared to the years preceding the pandemic. The data and analysis of results during the pandemic and up until now have shown minimal changes when compared to previous years. Notably, there has been modest progress in the field of Language Arts. Across grades 3 to 8, we observed a 2-3% increase in the proportion of students meeting or exceeding expectations in the 2021-2022 school year, as compared to previous CAASPP results. In grades 6 and 8, the percentage of students falling within the met/exceeds category has exhibited slight fluctuations from one school year to another. Nevertheless, based on the data, it is evident that two-thirds of our students continue to perform below grade level expectations. The areas of greatest concern lie in written language and research/inquiry. Students persist in encountering challenges when it comes to analyzing and presenting information effectively. Further

examination of the data has revealed that processing text and applying knowledge are additional areas requiring attention. To enhance writing and research skills, it is imperative to provide students with explicit instruction in reading comprehension skills

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		95			95			95			100.0	
Grade 4		96			95			95			99.0	
Grade 5		95			95			95			100.0	
Grade 6		110			108			108			98.2	
Grade 7		106			106			106			100.0	
Grade 8		110			110			110			100.0	
All Grades		612			609			609			99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2362.			3.16			13.68			24.21			58.95	
Grade 4		2427.			6.32			17.89			28.42			47.37	
Grade 5		2405.			0.00			6.32			20.00			73.68	
Grade 6		2439.			0.93			12.04			24.07			62.96	
Grade 7		2436.			0.00			2.83			30.19			66.98	
Grade 8		2412.			0.00			5.45			12.73			81.82	
All Grades	N/A	N/A	N/A		1.64			9.52			23.15			65.68	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.32			37.89			55.79	
Grade 4		12.63			36.84			50.53	
Grade 5		0.00			29.47			70.53	
Grade 6		1.85			33.33			64.81	
Grade 7		0.00			32.08			67.92	
Grade 8		0.00			21.82			78.18	
All Grades		3.28			31.69			65.02	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.21			32.63			63.16	
Grade 4		8.42			41.05			50.53	
Grade 5		2.11			36.84			61.05	
Grade 6		1.85			44.44			53.70	
Grade 7		0.00			48.11			51.89	
Grade 8		1.82			38.18			60.00	
All Grades		2.96			40.39			56.65	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.16			55.79			41.05	
Grade 4		6.32			57.89			35.79	
Grade 5		2.11			35.79			62.11	
Grade 6		3.70			56.48			39.81	
Grade 7		0.00			59.43			40.57	
Grade 8		0.00			46.36			53.64	
All Grades		2.46			52.05			45.48	

Conclusions based on this data:

The following analysis is derived from the data collected during the 2021-2022 CAASPP administration school year and remains predominantly unaltered. Based on the data, the subject of mathematics emerges as the primary area of concern. Across most grade levels, student performance did not exhibit significant improvement and generally remained at a plateau compared to the period preceding the pandemic and the administration of the 2021-2022 school year. Notably, only approximately one out of every ten students met the grade-level standards in mathematics. Nevertheless, there has been a slight annual increase in scores during each CAASPP administration for select grade levels, although the percentage of students meeting or exceeding the standards has declined in certain grade levels. This trend underscores the necessity of reviewing, analyzing, and further implementing the Common Core State Standards, with particular emphasis on the significance of initial instruction. In the current school year, educators will prioritize targeted mathematics instruction, focusing on essential standards, to ensure students meet the standards and are adequately prepared for the upcoming 2023-2024 CAASPP administration. Teachers will require additional time to develop student-centered lessons that concentrate on the application of mathematical concepts, skills, and procedures within real-life contexts. Furthermore, students will benefit from increased exposure to Mathematics IABs (Interim Assessment Blocks) to ensure their familiarity with the test format and question types featured in the CAASPP. It is essential for students to be capable of articulating and justifying their mathematical reasoning while drawing evidence-based conclusions. Data analysis will rely on summative and interim assessments, enabling teachers to track student growth, identify areas of concern, and align classroom instruction with the key details and structure of the standards being 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1408.8			1424.1			1373.3			30	0	
1	1434.9			1453.0			1416.5			61	0	
2	1469.2	1517.7		1473.4	1514.3		1464.4	1520.6		64	71	
3	1473.6	1488.6		1476.7	1491.3		1470.1	1485.3		68	71	
4	1480.4	1516.0		1480.1	1520.8		1480.3	1510.7		57	63	
5	1505.0	1511.0		1501.2	1506.3		1508.4	1515.3		45	51	
6	1507.9	1539.9		1513.2	1540.8		1502.0	1538.8		31	39	
7	1522.4	1539.4		1514.8	1533.5		1529.6	1544.8		34	27	
8	1542.9	1543.2		1540.6	1531.1		1544.6	1554.9		23	28	
All Grades										413	350	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00			33.33			36.67			20.00			30		
1	8.20			29.51			31.15			31.15			61		
2	14.06	50.00		32.81	31.25		42.19	18.75		10.94	0.00		64	16	
3	7.35	12.68		36.76	33.80		41.18	42.25		14.71	11.27		68	71	
4	12.28	25.40		21.05	41.27		45.61	22.22		21.05	11.11		57	63	
5	11.36	15.69		29.55	23.53		38.64	50.98		20.45	9.80		44	51	
6	10.00	20.51		16.67	51.28		56.67	23.08		16.67	5.13		30	39	
7	11.76	22.22		35.29	44.44		41.18	25.93		11.76	7.41		34	27	
8	18.18	10.71		36.36	39.29		36.36	42.86		9.09	7.14		22	28	
All Grades	10.98	19.66		30.24	37.29		40.73	34.24		18.05	8.81		410	295	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67			40.00			23.33			20.00			30		
1	26.23			32.79			26.23			14.75			61		
2	23.44	56.25		32.81	25.00		35.94	18.75		7.81	0.00		64	16	
3	25.00	28.17		44.12	39.44		25.00	23.94		5.88	8.45		68	71	
4	24.56	49.21		40.35	33.33		22.81	11.11		12.28	6.35		57	63	
5	29.55	27.45		31.82	54.90		22.73	7.84		15.91	9.80		44	51	
6	20.00	53.85		43.33	30.77		30.00	10.26		6.67	5.13		30	39	
7	20.59	25.93		35.29	48.15		38.24	22.22		5.88	3.70		34	27	
8	27.27	14.29		40.91	50.00		31.82	28.57		0.00	7.14		22	28	
All Grades	24.15	35.93		37.56	40.68		28.05	16.61		10.24	6.78		410	295	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.33			13.33			56.67			26.67			30		
1	3.28			26.23			24.59			45.90			61		
2	9.38	25.00		28.13	56.25		32.81	18.75		29.69	0.00		64	16	
3	1.47	4.23		16.18	23.94		52.94	46.48		29.41	25.35		68	71	
4	7.02	6.35		10.53	30.16		36.84	38.10		45.61	25.40		57	63	
5	4.55	3.92		9.09	15.69		56.82	52.94		29.55	27.45		44	51	
6	0.00	7.69		6.67	28.21		40.00	51.28		53.33	12.82		30	39	
7	2.94	7.41		26.47	29.63		41.18	48.15		29.41	14.81		34	27	
8	9.09	10.71		31.82	32.14		31.82	39.29		27.27	17.86		22	28	
All Grades	4.63	7.12		18.78	27.46		40.98	44.41		35.61	21.02		410	295	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67			70.00			13.33			30		
1	47.54			45.90			6.56			61		
2	26.98	56.25		68.25	43.75		4.76	0.00		63	16	
3	17.65	36.62		61.76	49.30		20.59	14.08		68	71	
4	26.32	50.79		49.12	36.51		24.56	12.70		57	63	
5	11.36	11.76		63.64	76.47		25.00	11.76		44	51	
6	13.33	15.38		53.33	79.49		33.33	5.13		30	39	
7	2.94	11.11		67.65	62.96		29.41	25.93		34	27	
8	9.09	10.71		72.73	67.86		18.18	21.43		22	28	
All Grades	22.00	28.81		59.90	57.97		18.09	13.22		409	295	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.33			53.33			23.33			30		
1	13.11			62.30			24.59			61		
2	25.00	43.75		62.50	50.00		12.50	6.25		64	16	
3	41.79	45.59		47.76	42.65		10.45	11.76		67	68	
4	37.04	58.33		46.30	35.00		16.67	6.67		54	60	
5	56.10	56.00		34.15	32.00		9.76	12.00		41	50	
6	56.67	64.10		40.00	30.77		3.33	5.13		30	39	
7	50.00	66.67		46.88	29.63		3.13	3.70		32	27	
8	63.64	38.46		36.36	57.69		0.00	3.85		22	26	
All Grades	37.16	53.85		49.88	38.11		12.97	8.04		401	286	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.33			66.67			30.00			30		
1	16.39			42.62			40.98			61		
2	14.29	18.75		61.90	81.25		23.81	0.00		63	16	
3	2.94	2.82		57.35	46.48		39.71	50.70		68	71	
4	5.26	6.35		40.35	66.67		54.39	26.98		57	63	
5	9.09	7.84		54.55	54.90		36.36	37.25		44	51	
6	0.00	10.26		26.67	46.15		73.33	43.59		30	39	
7	17.65	7.41		32.35	62.96		50.00	29.63		34	27	
8	18.18	21.43		27.27	32.14		54.55	46.43		22	28	
All Grades	9.54	8.47		47.92	54.24		42.54	37.29		409	295	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00			63.33			26.67			30		
1	3.28			52.46			44.26			61		
2	9.52	37.50		52.38	62.50		38.10	0.00		63	16	
3	10.29	14.08		58.82	73.24		30.88	12.68		68	71	
4	7.02	15.87		63.16	68.25		29.82	15.87		57	63	
5	2.27	5.88		79.55	74.51		18.18	19.61		44	51	
6	10.00	12.82		76.67	82.05		13.33	5.13		30	39	
7	5.88	14.81		88.24	85.19		5.88	0.00		34	27	
8	9.09	3.57		86.36	89.29		4.55	7.14		22	28	
All Grades	7.33	13.22		65.28	75.59		27.38	11.19		409	295	

Conclusions based on this data:

The results from the ELPAC (English Language Proficiency Assessments for California) for the 2021-2022 academic year indicate an overall increase in the percentage of students performing at Levels 3 and 4 in language proficiency, while there has been a decrease in the percentage of students at Levels 1 and 2. It is important to note that English Language Learners (ELLs) constitute a significant portion of our enrollment, accounting for 60% of our school's demographics. Upon analyzing the data, three areas have been identified as areas in need of improvement: Written Language, Writing Level, and Reading Level. Specifically, there is a need for explicit instruction in vocabulary, particularly for upper-grade students who have been at our school for multiple years. It is crucial to provide these students with multiple exposures to key vocabulary, allowing it to become integrated into their lexicon and facilitating its transfer to written language. Additionally, the data from the previous year indicates that while students were able to participate in the test, there is a need to offer them multiple opportunities to practice and engage with narrative and expository texts. These text types serve as examples of well-developed language skills that are essential for interpreting and comprehending information effectively.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
909	**90.9**	**59.4**	**0.3**
Total Number of Students enrolled in Curren School K-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	540	59.4
Foster Youth	3	0.3
Homeless	50	5.5
Socioeconomically Disadvantaged	826	90.9
Students with Disabilities	142	15.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.6
American Indian		
Asian	3	0.3
Filipino	2	0.2
Hispanic	881	96.9
Two or More Races	2	0.2
Pacific Islander		
White	16	1.8

Conclusions based on this data:

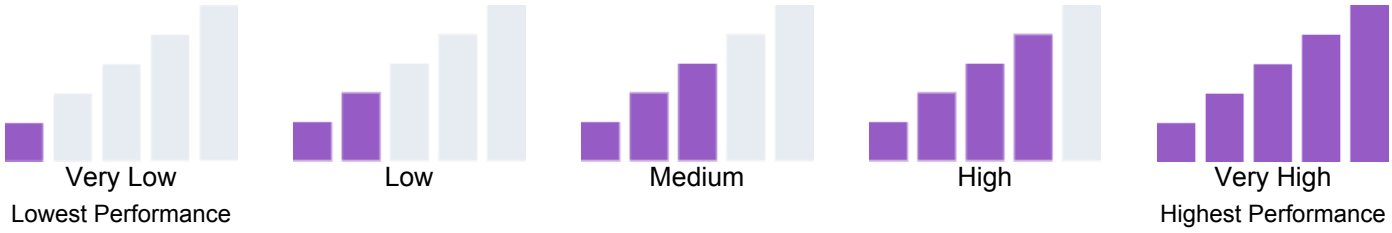
The demographics of our school have remained largely consistent compared to the previous academic year. Special population groups, including Homeless, Socioeconomically Disadvantaged students, and English Learners, continue to comprise a significant portion of our student enrollment. It is crucial to place greater emphasis on aligning our goals and strategies to effectively cater to the needs of our diverse student demographics and special population groups, especially as we transition back to in-person instruction this school year. Additionally, we have observed an increase in the enrollment percentage of Students with Disabilities, another special population group that requires focused attention and support. The data highlights that the majority of our school population identifies as Hispanic or Latino. Therefore, it is essential to incorporate culturally relevant activities and classroom lessons that actively engage our families and establish connections with their prior knowledge and background information, specifically related to their cultural identities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

The 2022 CA School Dashboard release indicates minimal changes compared to previous administrations of the CAASPP performance level indicators. The analysis of the data remains largely consistent. The area requiring the most attention continues to be Math, followed by English Language Arts. English learners persist in performing below the expected grade level. Unfortunately, absenteeism rates have not improved, with a significant portion of students (approximately 9%) missing a substantial amount of instructional days. Chronic absenteeism must be a focal point for

growth and improvement in the upcoming 2023-2024 academic year. Suspension rates were notably high in the previous school year, highlighting the need for interventions and supports to address behavioral issues and reduce suspensions. It is worth noting that the data reveals a steady increase in suspensions in the years leading up to the pandemic, with a more pronounced rise observed in the post-pandemic period. Additionally, socioeconomically disadvantaged students experienced a higher suspension rate. Although suspension rates for English learners, McKinney-Vento students, and foster youth decreased, there still remains a disproportionate suspension rate among various student sub-groups.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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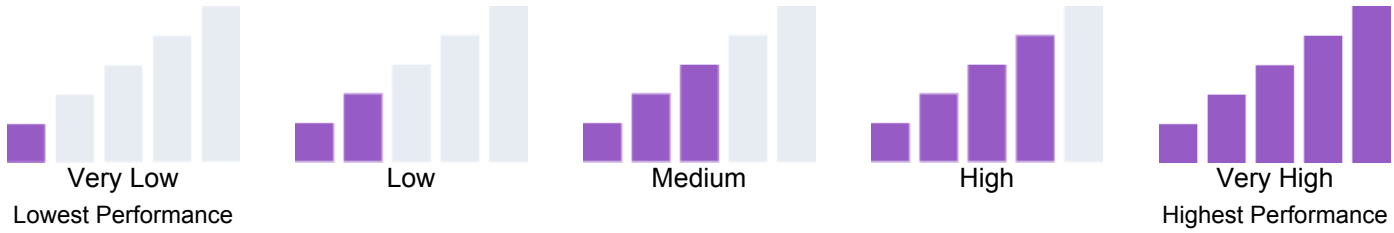


This section provides number of student groups in each level.

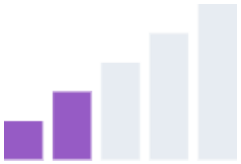
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
57.7 points below standard	70.8 points below standard	2 Students
604 Students	412 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
97.8 points below standard	60.7 points below standard	91.7 points below standard
39 Students	570 Students	107 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 2 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 59.5 points below standard 589 Students	No Performance Level 2 Students		No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.5 points below standard	25.9 points below standard	38.9 points below standard
266 Students	146 Students	138 Students

Conclusions based on this data:

The academic performance in English Language Arts (ELA) has remained consistent compared to the years prior to the COVID-19 pandemic. The analysis presented below is based on the 2021-2022 data. It is evident that Hispanic students, who constitute a significant portion of our school demographics, performed below or near the standard in ELA. Socioeconomically Disadvantaged (SED) students performed slightly better than their non-SED peers in ELA, but both groups fell below the expected standard. The level of Distance from Met (DFM) varied across different grade levels and special population groups. Reclassified English Learners demonstrated a DFM of -25, indicating growth in their performance. However, English-only students showed a DFM of -38, while English Learners displayed a DFM of -95. These results emphasize the need to enhance English Language Development (ELD) instruction and ensure that English Learners are provided with the necessary tools and support to access the curriculum effectively. This is particularly crucial for success in Dual Language Instruction (DLI) and during designated ELD periods in middle school.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

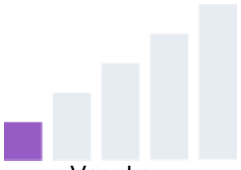
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
108.1 points below standard	113.8 points below standard	2 Students
603 Students	411 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
122.2 points below standard	111.2 points below standard	138.5 points below standard
39 Students	570 Students	107 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 2 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 110.2 points below standard 588 Students	No Performance Level 2 Students		No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
126.5 points below standard 265 Students	90.6 points below standard 146 Students	98.6 points below standard 138 Students

Conclusions based on this data:

Based on the analysis of 2021-2022 data, the academic performance in Mathematics at Curren School has remained consistent with previous years before the pandemic. However, a closer examination reveals that all significant subgroups have experienced a decline in their progress towards meeting grade-level standards (DFM). It is concerning that approximately 87% of our students are currently performing below grade level, and there has been limited improvement observed in their progress towards meeting these standards. When comparing the performance of different student populations, there was minimal positive movement among those who were tested. Specifically, English Learners and students from socioeconomically disadvantaged backgrounds (SED) showed some progress, albeit primarily in transitioning from the "standard not met" category to the "nearly met" category. On the other hand, the performance of our homeless students and students with disabilities has shown a decline. These findings highlight the need for a thorough re-evaluation of our instructional practices, particularly in mathematics. It is imperative that we improve our teaching strategies and approaches to address the Priority Instructional Standards outlined for Math. To facilitate positive progress towards grade-level proficiency in mathematics, we must foster the development of critical thinking skills, problem-solving abilities, and conceptual understanding in both the standard practice and content. The data clearly indicates a need for improvement in our first instruction and mathematical teaching strategies and practices. Our school's focus should be on prioritizing the identified Priority Instructional Standards in Math. By cultivating habits of mind in students and providing consistent support in both the standard practice and content, we can empower them to make significant strides towards grade-level achievement in mathematics. This data analysis serves as a valuable guide for identifying areas requiring attention and implementing targeted interventions to enhance the academic performance of

our students in Mathematics. Through collaborative efforts involving teachers, staff, and stakeholders, we can work towards the shared goal of ensuring that all students at Curren School achieve grade-level proficiency in these subjects.

School and Student Performance Data

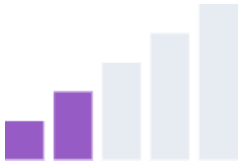
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

63.9 making progress towards English language proficiency

Number of EL Students: 274 Students

Performance Level: 2

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.

2022 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
6.9%	29.2%	1.5%	62.4%

Conclusions based on this data:

The data analysis is based on the most recent recorded data in the school dashboard, which corresponds to the 2021-2022 academic year. It reveals that English Learners continue to comprise approximately 67% of our student population. Moreover, there has been an overall increase of 6-9% in the number of English Learners. This data underscores the importance of closely monitoring the progress of English Learners, particularly in the areas of Math and English Language Arts (ELA), as their performance in the CAASPP (California Assessment of Student Performance and Progress) scores has been consistently low.

Two years ago, the majority of students who were tested performed at the Beginning stage of English Language Development. Around 31% and 39% of students demonstrated some degree of development in their English language skills, ranging from Somewhat to Moderately Developed. It is noteworthy that approximately 64% of English Learners are making low progress towards English language proficiency. These findings, based on previous ELPAC (English Language Proficiency Assessments for California) scores, emphasize the need to ensure that our instructional practices cater to the specific needs of our students.

To address these challenges, it is crucial to prioritize scaffolds and supports. Students at Level 2 proficiency still rely on English to fulfill immediate communication needs but often struggle to use English effectively for learning and communication across various topics and content areas. In classroom settings, they require moderate-to-light linguistic

support, such as sentence frames, graphic organizers, and sensory aids, to actively participate in familiar social and academic contexts.

By focusing on these areas and implementing targeted strategies, we can better support our English Learners on their path to English language proficiency and academic success. Ongoing progress monitoring and the provision of appropriate scaffolds and supports will be essential in ensuring that our instruction effectively meets the needs of our diverse student population.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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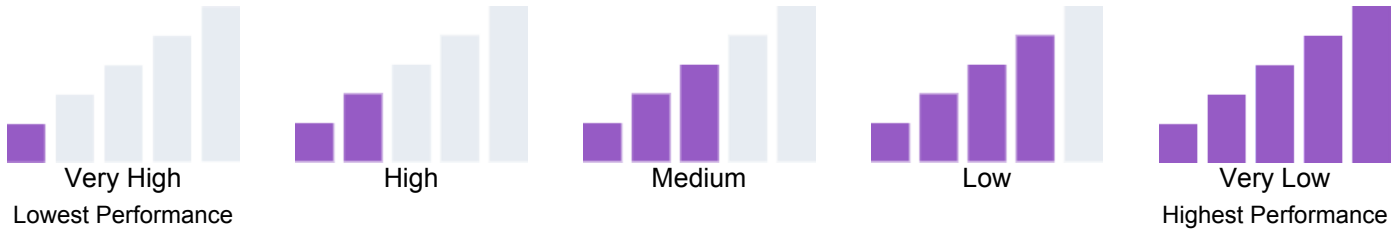
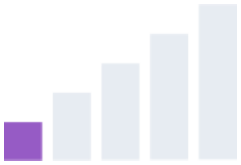


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
32.3% Chronically Absent	33.6% Chronically Absent	Less than 11 Students
947 Students	562 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
33.3% Chronically Absent	32.4% Chronically Absent	38.9% Chronically Absent
69 Students	886 Students	167 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 5 Students		No Performance Level Less than 11 Students 3 Students	No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 32.1% Chronically Absent 918 Students	No Performance Level Less than 11 Students 3 Students		No Performance Level 43.8% Chronically Absent 16 Students

Conclusions based on this data:

Based on the data from the 2021-2022 academic year, special population groups within our school demographics continue to face higher rates of chronic absenteeism compared to their peers. Specifically, the Special Education and Homeless student populations show higher percentages of chronic absenteeism when compared to the Socioeconomically Disadvantaged and English Learner groups. These findings highlight the urgent need for targeted support to address this issue. The extra support provided to these at-risk groups must be tailored to meet their unique needs. A key focus should be on establishing strong, positive, and caring relationships between students, families, and school staff. Building these connections can help create a supportive and inclusive school environment where students feel valued and motivated to attend regularly.

Engaging learning activities are crucial to encourage student participation and attendance. By designing lessons that are relevant, interesting, and interactive, we can foster student engagement and create a positive learning experience. Additionally, it is essential to identify and address any barriers to attendance that these students may face. This could involve providing individual needs assistance, ensuring access to necessary resources, or offering additional support services as needed. By implementing these strategies and supports, we can work towards reducing chronic absenteeism among special population groups. By prioritizing student and family engagement, creating engaging learning opportunities, and addressing attendance barriers, we can promote regular school attendance and improve the overall educational experience and outcomes for these students

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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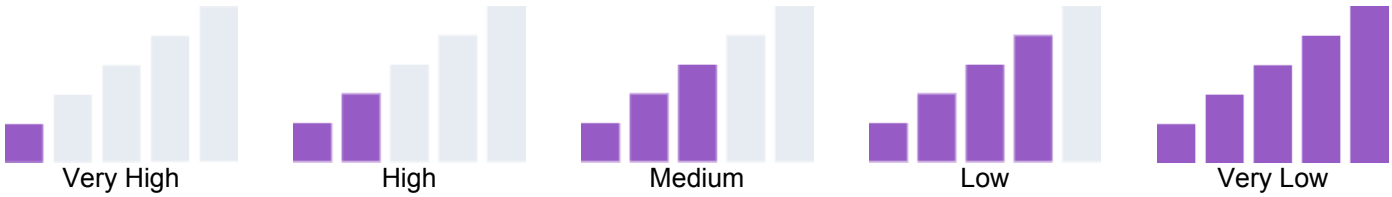


This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

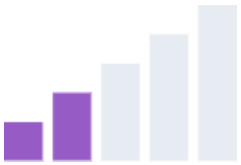
Very High	High	Medium	Low	Very Low
1	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
3.6% suspended at least one day	3.3% suspended at least one day	Less than 11 Students
961 Students	570 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	High
10.1% suspended at least one day	3.7% suspended at least one day	4.7% suspended at least one day
69 Students	898 Students	172 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 5 Students		No Performance Level Less than 11 Students 3 Students	No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 3.8% suspended at least one day 931 Students	No Performance Level Less than 11 Students 3 Students		No Performance Level 0% suspended at least one day 17 Students

Conclusions based on this data:

Suspension rates for the 2021-2022 school year, as indicated in the release of the 2022 CA school dashboard, have shown an increase, which can be attributed to the challenges students faced in adjusting to in-person instruction after the pandemic. Analyzing the data from the previous year, it is evident that suspension rates have increased significantly for various special population groups. Specifically, the rates for the Homeless student group, socioeconomically disadvantaged students, English learners, McKinney-Vento students, and Foster Youth have remained high. Disproportionality in suspension rates among these student groups is a concern that needs to be addressed.

To address these disparities, a tiered level of support is necessary. It is crucial to focus on implementing alternate means of correction that allow students to remain in their instructional setting while still addressing behavioral issues. This approach can help minimize disruptions to their learning and provide opportunities for students to learn from their mistakes and grow.

Furthermore, the data clearly highlights the need for culturally responsive pedagogy, trauma-informed practices, and restorative justice opportunities in schools. Culturally responsive pedagogy ensures that instructional strategies and classroom environments acknowledge and respect the cultural backgrounds and experiences of students. Trauma-informed practices recognize and address the impact of trauma on students' behavior and well-being. Restorative justice approaches focus on repairing harm, building relationships, and promoting positive behaviors within the school community. By incorporating these approaches, our school can work towards reducing suspension rates and specifically address the disparities among special population groups.

It is essential to prioritize creating a supportive and inclusive school climate where students feel understood, supported, and engaged. By adopting these strategies and interventions, schools can strive to reduce overall suspension rates and create a more equitable and positive learning environment for all students, including those in special population groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

All Students will reach high 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 standards for the CAASPP ELA for the 2022-2023 school year. 3rd grade students - 26% 4th grade students - 17% 5th grade students - 27% 6th grade students - 21% 7th grade students - 34% 8th grade students - 41 %	Students will show growth by moving one or two levels across the different bands in CAASPP. The number of students meeting and exceeding standards in ELA will increase by 5 -10%.
CAASPP Math	Percentage of students that Met or Exceeded standards for the CAASPP Math for the 2022-2023 school year. 3rd grade students - 32% 4th grade students - 13% 5th grade students - 18% 6th grade students - 4%	Students will show growth by moving one or two levels across the different bands in CAASPP. The number of students meeting and exceeding standards in Math will increase by 5-10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th grade students - 18% 8th grade students - 6%	
STAR ELA and Early Literacy STAR SLA and SLA Early Literacy	The percentage of students who scored At or Above benchmark on end of year STAR tests 2023: Kindergarten -42% 1st grade - 47% 2nd grade - 31% 3rd grade - 40% 4th grade - 26% 5th grade - 30% 6th grade - 18% 7th grade - 28% 8th grade - 42% The percentage of students who scored At or Above benchmark in Spring 2023: Kindergarten - 67% 1st grade - 66% 2nd grade - 40% 3rd grade - 59% 4th grade - 53% 5th grade - 61% 6th grade - 64% 7th grade - 73% 8th grade - 72%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star ELA on end of year tests. The percentage of students who will score At or Above benchmark will increase by: Kindergarten - 15% 1st grade - 25% 2nd grade -10% 3rd grade - 25% 4th grade - 30% 5th grade - 20% 6th grade - 20% 7th grade - 20% 8th grade - 20% Students will demonstrate growth by moving at least one or two levels across the different bands on Star SLA. The percentage of students who will score At or Above benchmark will increase by: Kindergarten - 20% 1st grade - 20% 2nd grade - 20% 3rd grade - 20% 4th grade - 20% 5th grade - 20% 6th grade - 15% 7th grade - 15% 8th grade - 15%
STAR Math	The percentage of students who scored At or Above benchmark on end of year STAR Math Tests 2023: 1st grade - 21% 2nd grade - 23%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star Math. The percentage of students who will score At or Above benchmark will increase by:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd grade - 32% 4th grade - 14% 5th grade - 24% 6th grade - 11% 7th grade - 13% 8th grade - 6%	1st grade - 20% 2nd grade - 20% 3rd grade - 25% 4th grade - 20% 5th grade - 20% 6th grade - 20% 7th grade - 20% 8th grade - 20%
ELPAC/Reclassification	82 students met reclassification criteria in 2022-2023 based on scores from 2021-2022 data and district benchmarks.	The reclassification rate will increase by at least 10%.
5th and 8th Grade Pathway to Biliteracy Award	39 students in 5th and 8th grade met the established criteria demonstrating progress towards biliteracy.	The number of students who met Pathway to Biliteracy criteria in 5th and 8th grade will be increased 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-focus on Special Education, SED, Foster, Homeless populations.

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.
Star Early Literacy, Reading and Math assessments will be administered four times per year.
Teachers and administrators will analyze the data following each administration during PLCs every other Tuesday to monitor student growth toward benchmark, evaluate student mastery of skills, plan instruction and create intervention groups. Use of Star CBMs (Curriculum Based Measurements) in K-5 will be 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 5000-5999: Services And Other Operating Expenditures Curriculum and STAR Assessments

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, Special Education, SED, Foster, Homeless.

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 (virtually or in person) if permitted to local colleges and universities will support college readiness and promote 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	Title I 4000-4999: Books And Supplies Materials and Supplies - Cost of binders and AVID Supplies and Fieldtrips
	District Funded 2000-2999: Classified Personnel Salaries 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-Focus on English Learners, Special Education, Foster and Homeless.

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: School Clubs, Artist in the Classroom, Art Trek, Hip Hop Mindset, Folkloric dance, Futuro Tiempo Artivist Dance Theatre and Focus on supporting 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)
1700	LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance fees - Robotics competition and Field Trip admission fees
25,000	Title I 5000-5999: Services And Other Operating Expenditures Contracts

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, Special Education, SED, Foster, Homeless,

Strategy/Activity

Teachers will meet during PLCs every other Tuesday to monitor student progress and develop instructional plans for DLI BUF Unit Implementation, ELD Curriculum to enhance ELD instruction and attend professional development to enhance classroom instructional strategies. Teachers will also collaborate every Wednesday as part of the District's 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)
2001	Title I 1000-1999: Certificated Personnel Salaries Onsite Teacher professional development by site teacher mentor leads-Extra Hours for Teacher Preparation

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-focus on English Learners, Migrant, Special Education, SED, Foster, Homeless.

Strategy/Activity

Hire one Intervention Support Provider to provide interventions to K-5th Grade ELs/DLI students in small groups in a push in model and after school for homework support/tutoring 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
6620	Title III 3000-3999: Employee Benefits Instructional Support Provider 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

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). 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)
32000	LCFF 4000-4999: Books And Supplies Materials and Supplies, reclassification materials and material for other student events
20000	LCFF 4000-4999: Books And Supplies Warehouse Charges and Materials and Supplies
4313	LCFF 5000-5999: Services And Other Operating Expenditures

	Maintenance Agreements--laminator, duplo, copy machines
	District Funded 4000-4999: Books And Supplies District adopted curriculum materials and supplemental materials that support mastery of standards/skills.

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- focus on English Learners and Migrant Students

Strategy/Activity

Provide training and instructional materials to support the 50/50 DLI program implementation, Middle School DLI and ELD 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 Professional development and Curriculum DLI Unit Resources and Support by EL TOSA- see Strategy 7 materials funding
	LCFF 4000-4999: Books And Supplies See Strategy 7 Materials and Supplies funding

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-Focus on special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

Provide tutoring and enrichment opportunities based on results from IAB's, previous CAASPP data, ELPAC data and Star assessment results. Data will be used to monitor students' progress towards mastery of ELA, Math and ELD standards.
Teachers to provide PD for parents on how to support students at home with 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)
	ASES 2000-2999: Classified Personnel Salaries After School Program Homework Support
10000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School Tutoring, clubs and PD
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
4305	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits
5708	LCFF 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional development opportunities for all teachers in ELA, Math, ELD, DLI to fully implement the curriculum 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)
	District Funded 1000-1999: Certificated Personnel Salaries Professional development opportunities for teachers

	District Funded 4000-4999: Books And Supplies District Adopted 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.

English Learners and Migrant Students

Strategy/Activity

Monitor designated English Language Development instruction in Middle School 6-8 grades to ensure it is provided daily for English Learners as observed by classroom walk-troughs, schedules and ongoing progress monitoring conferences with Admin/teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 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

Site and District Technology Team will support implementation of the learning management system (Canvas) and other learning applications used 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 5800: Professional/Consulting Services And Operating Expenditures LMS-Canvas
	District Funded

	2000-2999: Classified Personnel Salaries District provided Tech Support
4000	LCFF 4000-4999: Books And Supplies Headphones, charger ports and Keyboards

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- Focus on DLI classrooms 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 5800: Professional/Consulting Services And Operating Expenditures 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 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 - Focus on Special Education, English Learners, Foster, and Homeless.

Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus. (ie. Waterford, SEGI, IXL, Scholastics News, EPIC, Newsela, Brain Pop, Read Naturally Live!, iStation).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15363	Title I 5000-5999: Services And Other Operating Expenditures Applications/software and licenses

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-Focus on English Learners, Special Education, Foster and Homeless.

Strategy/Activity

Professional development opportunities will be offered to teachers and administrators to support site strand focus, DLI, Special Education, content areas, Positive Behavior Intervention Supports (PBIS/CHAMPS), AVID (including Summer Institute), 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 Professional Development. Including SIP Days
	District Funded 1000-1999: Certificated Personnel Salaries Professional Development - After School Opportunities - CCSS
8122	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference Professional Development
8000	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference (includes additional team members to AVID Summer Institute)
	District Funded

	1000-1999: Certificated Personnel Salaries AVID Summer Institute - 3 employees (2 Teachers and 1 Admin)

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-Focus on English Learners, Special Education, Foster, and Homeless,

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 school site based provided by Admin and Support 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 5000-5999: Services And Other Operating Expenditures Admin Coaching by 3E Consulting Group

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

Three Instructional Assistants to support students, two (8 hour) district funded to support Kinder-First, with foundational skills in ELA, Math, and ELD and one (4 hour) 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 2000-2999: Classified Personnel Salaries 2 Instructional Assistants for K-3 classes.

16406	LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant in Grades 6-8
5791	LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant in Grades 6-8 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- Focus on English Learners, Special Education, Foster, and Homeless.

Strategy/Activity

Dual Language Immersion Teachers will collaborate to implement district adopted BUF curriculum for Spanish and English language instruction. Teachers will attend Biliteracy professional development, and be supported through DLI Walkthroughs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 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- Focus GATE, Foster, Homeless, SED, English Learners, and Special Education.

Strategy/Activity

Provide ongoing incentives for academics and behavior to recognize student achievement and engagement through the PBIS Cougar Store. The PBIS Team 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 2000-2999: Classified Personnel Salaries ORC

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- Focus on English Learners, Special Education, Foster and Homeless.

Strategy/Activity

Progress monitoring via SST meetings, IEP meetings and student monitoring conferences with teachers and 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.

12000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitute/Floaters
10000	LCFF 1000-1999: Certificated Personnel Salaries Teacher substitute/Floaters-For IEP Meetings

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-Focus on English Learners, Special Education, Foster and Homeless.

Strategy/Activity

Ongoing student progress monitoring in ELA and Math will include LLI, ST Math, Lexia, Star, AR, and Star CBMs. Site based, teacher led professional support in designated curriculum and/or Apps to provide one-on-one and staff support (ie. Lexia, ST Math, Canvas, MyOn, Renaissances, DLI, Read Naturally Live, Dream Box).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 Lexia, AR, Star, LLI, ST Math, myON
	LCFF 1000-1999: Certificated Personnel Salaries See Goal 1, Activity # 19

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

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)
	LCFF 5000-5999: Services And Other Operating Expenditures Materials and Supplies - Recognition Night for Reclassification See Activity #7

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-Focus on English Learners, Special Education, Foster and Homeless.

Strategy/Activity

Provide field trips, assemblies and enrichment opportunities to support language arts, science, social studies, music, arts, math 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)
3000	Title I 5000-5999: Services And Other Operating Expenditures Fieldtrip-Transportation
8000	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 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-Focus on English Learners, Migrant, Foster, Homeless and Special Education.

Strategy/Activity

Literacy Intervention 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 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- Focus on GATE, English Learners, Special Education, Foster, Homeless.

Strategy/Activity

Participation in Robotics Team and Lego education competitions for various grades to challenge them to innovate and come up with solutions to solve real world problems.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Help and Materials - See Goal 1, Activity #7

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-Focus on English Learners, Special Education, Foster, Homeless, African-American, GATE.

Strategy/Activity

A year long Arts Elective class will be offered to students in 7th and 8th 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 1000-1999: Certificated Personnel Salaries Teacher salaries
	District Funded 4000-4999: Books And Supplies Materials and Supplies - See Goal 1, Activity #7

Annual Review

SPSA Year Reviewed: 2022-23

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.

Greater emphasis and dedication should be placed on the implementation of the Common Core State Standards (CCSS) curriculum and the implementation of effective first instruction. The academic year 2022-2023 presented a unique set of opportunities and challenges as both students and staff continued to adapt from the instructional disruptions caused by the pandemic. The data

gathered during this year indicates that our students' reading ranges have remained consistent compared to previous years, with some growth observed in specific grade levels. This serves as an indication that we need to reassess our instructional approaches and the expectations placed on our students. It is worth noting that the data from this academic year has shown a steady increase in student performance on district benchmarks. It is crucial to place a strong focus and emphasis on delivering clear and intentional instruction aligned with the standards in each grade level.

Of utmost importance, the data highlights the significance of differentiation and Tier I and Tier II Instruction across all grades. The provision of rich and engaging instruction at the appropriate grade level is vital for students to achieve mastery and remain engaged. Vertical planning and collaborative efforts among grade levels in the areas of reading, language arts, and mathematics are essential to establish consistency and facilitate the building of concepts as students progress through each grade level, BUF Units, and the standards.

Teachers should continue prioritizing the essential standards in English language arts (ELA) and mathematics to ensure equitable instruction that supports the needs of all students. Additionally, socio-emotional learning must be prioritized to create an environment where students can focus on their academic growth. Based on prior results from the CAASPP and Star assessments, it is evident that reading comprehension, in particular, requires heightened attention. Incorporating real-life applications, open-ended questions, and problems, as well as utilizing higher levels of cognitive complexity (DOK levels), will enable students to develop a deeper understanding of the content and establish meaningful connections to the standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the previous academic year, there was a notable discrepancy between our intended goals and the actual implementation, primarily centered around addressing students' social-emotional needs and mitigating the learning loss resulting from the post-pandemic period. Throughout the year, we encountered ongoing instructional needs and had to make adjustments to support both students and staff. However, certain actions and initiatives were delayed due to staffing limitations, such as the availability of intervention service providers and paraprofessionals in Kindergarten. Despite these challenges, our unwavering focus remained on student learning. Nevertheless, a considerable number of students faced difficulties in adapting and establishing meaningful connections and relationships in the aftermath of the pandemic. The availability of personnel and services greatly impacted the implementation of planned initiatives and budgeted actions during the school year. While the lessening of health regulations and guidelines facilitated increased student engagement in learning and other instructional activities, we continued to work with students who chose independent studies and faced challenges in readjusting to the school environment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Several revisions have been made to the goals and strategies in response to the instructional needs resulting from learning loss and post-pandemic circumstances experienced by most students. Adjustments to the desired outcomes were based on a thorough analysis of data from various metrics, including Star assessments in English Language Arts (ELA) and Mathematics, conducted in the fall, winter, spring, and end of the school year. These assessments provide ongoing insight into student proficiency levels, allowing for continuous monitoring of growth and academic progress throughout the academic year. The overall metrics for English Learners, as well

as those for ELA and Mathematics, remained relatively consistent. However, specific grade levels showed some changes based on the data from the 2021-2022 academic year. This school year presented opportunities for students to participate in assessments such as CAASPP, ELPAC, and reclassification. In order to address gaps in reading and math, Tier 1 and Tier 2 interventions were incorporated into the strategies. Due to a limited pool of qualified candidates, only one intervention provider was hired to support reading intervention efforts, while paraeducators were recruited to assist with differentiated instruction and small group or one-on-one support in the primary grades. Additionally, a paraprofessional was employed to provide language support for Long-Term English Learners (LTELs) and English Learners (ELs) in grades 6-8 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

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 suspension rate was considered high at 3.6% for the 2021-2022 school year. Current end of school year 2022-2023 suspension rate is 3%	Suspension rates will decrease to 1% or lower.
Chronic Absenteeism Data	The CA Dashboard Chronic Absenteeism considered very high at 32% for the 2021-2022 school year.	The number of students with chronic absenteeism will decrease by 7% to 10%.
Panorama SEL Survey	The Panorama SEL Survey from Spring 2023 is used to calculate school climate and student well-being. The following indicators were reported: 64% of students in the 3rd-5th grade feel a sense of belonging at school. 40% 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
Combined Regular School Attendance	The combined regular end of the year school attendance was 93% for the school year. This is within the state's school attendance average percentage rate.	Regular school attendance will be increased by 3% in the 2023-2024 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

Site counselors (2) will assist parents and students with crisis, trauma, student behavior, conflict resolution strategies, social skills, restorative circles, and support teachers with SEL 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)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor 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- Focus on English Learners, Migrant, Special Education, SED, Foster, Homeless,

Strategy/Activity

Wellness Center(s) to provide a safe space for students during school time, lunch and recess to be supported by school counselor(s) and provide alternative activities for social and 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)
	LCFF 4000-4999: Books And Supplies See Goal 1, Strategy 7 Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The PBIS Committee will meet monthly to provide recommendations, strategies, and support to teachers regarding student behavior. They will collaborate to address the school's culture and climate needs and create a service plan and steps for improvement. The Committee will monitor student discipline data throughout the year and identify supports for students. Professional development will be provided to all staff in PBIS/CHAMPS to ensure students receive positive behavior support. PBIS Committee members will attend the PBIS conference to learn more about strategies and recognition for 2023-2024 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)
	LCFF 4000-4999: Books And Supplies See Goal 1, Strategy 7 Materials and Supplies
1000	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants Extra Hours
	District Funded 1000-1999: Certificated Personnel Salaries PBIS - Professional Development Workshops
	Title I 1000-1999: Certificated Personnel Salaries Goal 1 - Strategy #19, PBIS Conference

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 Team will revise and implement the Comprehensive School Safety Plan. Students and staff will participate in at least one monthly drill such as:

- 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)
	LCFF 4000-4999: Books And Supplies See Goal 1, Strategy 7 Materials and Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All students - Focus on Homeless, Special Education

Strategy/Activity

The ORC and School Counselor will maintain the Student Attendance Incentives Program to motivate, encourage daily attendance and to reduce tardiness and chronic absenteeism. The ORC will follow up with students who are experiencing absenteeism, provide individual student attendance contracts and check-in regularly with students and families to reduce absenteeism. The ORC, Attendance Tech and Admin will meet regularly to re view students chronic absenteeism and make SARB referrals 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)
5000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Incentives See Goal 1, Strategy #7

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 throughout the day and support with crosswalks during arrival and dismissal times. Hire an additional 5 hour Limited Term campus assistant to provide additional student 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 2000-2999: Classified Personnel Salaries 6 Campus Supervisors
19000	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 and Extra Hour for meeting to provide Childcare supervision.
8943	LCFF 2000-2999: Classified Personnel Salaries 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 students-focus on Special Education, Homeless

Strategy/Activity

Student behavior data will be monitored by PBIS and School Leadership Teams and shared during staff/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 weekly to discuss student needs/progress based on teacher SST referrals. Teachers will be trained to use SMART goals and data collection for targeted 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 2000-2999: Classified Personnel Salaries ORC
	District Funded 1000-1999: Certificated Personnel Salaries Counselors
	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitute/Floater for SSTs- See Goal 1 Activity #19

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 surveys with students and staff regarding CHAMPS and PBIS. Feedback will be used to guide the committee to develop an action plan to build 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)
	4000-4999: Books And Supplies See Goal 1- Activity 7. 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- focus on Special Education, Homeless

Strategy/Activity

School counselors and/or outside counseling agencies will provide on-site counseling services for students in need or identified through IEPs or 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)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- See Goal 2 Activity #1
	LCFF 4000-4999: Books And Supplies 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 - Focus Special Education

Strategy/Activity

Ensure successful transition between Pre--K to Kindergarten, 5th grade to Middle School, and 8th to High School with transition meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries

	Teacher Substitute/Floater for IEP Transition Meetings- See Goal 1 Activity #19

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Hold end of trimester growth assemblies to recognize students' progress in academics, behavior, and for displaying school core values in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Staff will receive training on seizures, EpiPen use, health needs, mandated reporter guidelines, disaster preparedness and 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 elective class will be offered for 7th-8th Grade students to participate in developing leadership skills. ASB activities can include awareness of tobacco usage, drugs use, and alcohol use. ASB will promote school spirit, plan Red Ribbon Week, Kindness Week and other schoolwide 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)
	LCFF 4000-4999: Books And Supplies Materials and Supplies - See Goal 1, Activity #7

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

SPED team will meet to plan student supports, IEP accommodations and to review IABs and CAASPP practice questions weekly to ensure student have practice and familiarity with test format and use of 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)
	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitute/Floater - See Goal 1 Activity #19

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 will complete the Panorama Survey and the school survey about playground activities that they would like to have in place at school. Curren will provide opportunities for students to participate in enrichment activities during lunch, organized by the ORC and 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)
	LCFF 4000-4999: Books And Supplies 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-Focus on Special Education, SED and Foster Homeless.

Strategy/Activity

Teachers and School Counselor will provide SEL lesson to address student social emotional needs during the morning check-in for K-5 and during Advisory for Middle School students. Research-based programs and assemblies will be provided which tie into the social-emotional well-being of students to create a learning environment that is safe, drug-free and conducive 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)
	LCFF 5000-5999: Services And Other Operating Expenditures Services, Entrance Fees, Operations - See Goal 1, Activity #3

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-focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

In order to improve the overall school culture and climate, staff and students will participate in a Mindful Academy Series through a kick off assembly and follow up workshops. The focus of these sessions will be in mindset development, student social emotional learning, behavior, 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)
28000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Coach "Al" Mindset Academy by Sweat III

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- Focus on Special Education

Strategy/Activity

All staff and administrators 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 2000-2999: Classified Personnel Salaries Extra Hours

Annual Review

SPSA Year Reviewed: 2022-23

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 this goal will be evaluated by utilizing specific metrics from the California Dashboard and the Panorama SEL survey, which are now available following the challenges posed by the post-pandemic period. The suspension rates data from the California Dashboard for the previous school year indicated an unfortunate increase in suspension rates compared to the 2021-2022 academic year. However, we were able to successfully administer the Panorama Survey to all students during the 2022-2023 school year. While maintaining our existing goals for this year, it is crucial to place a strong emphasis on enhancing student attendance to cater to the diverse needs of our student body. To achieve this, the school will need to adapt and modify the implementation of PBIS/CHAMPS initiatives in the classroom. This adjustment aims to address the social-emotional needs of our students and foster positive relationships and a sense of belonging with the school community. It is evident that the issues of suspension rates and school safety are intricately linked to the improvement of a positive school culture, enhanced student connectedness, and the provision of adequate social-emotional support to students who encounter challenges with attending school. Furthermore, it is imperative to provide students with multiple opportunities to engage socially with their peers and participate in enrichment activities throughout the school day and beyond. The primary focus should be on strengthening school connectedness and prioritizing the social and emotional well-being of our students, as many continue to face difficulties even after the post-pandemic years. To facilitate student engagement and connectedness, community circles will be implemented school-wide from the beginning of the academic year and will be sustained throughout to promote student involvement 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.

One significant disparity between the planned implementation and the allocated budget was the inability to hire campus supervisors, which would have contributed to enhancing campus monitoring, school safety, and overall school culture. Although an amount of $19,000 was designated for this purpose, the recruitment process faced delays due to limited availability of suitable candidates. Consequently, the deployment of additional personnel or extended work hours could not commence until late February 2023, as the previous employee in the position had transitioned to another role.

As we prepare for the upcoming school year, it is evident that there is a heightened need for increased supervision support, particularly in light of the personnel changes in the Physical Education (PE) department. To ensure comprehensive oversight, it is imperative to have a female campus supervisor specifically assigned to monitor the girls' locker rooms during changing times, considering that both PE teachers are male. This measure aims to address privacy concerns and maintain a safe and respectful environment for all students.

In light of these circumstances, additional funding will be allocated in the school budget to accommodate the increased supervision needs. By doing so, we can effectively mitigate potential challenges associated with limited personnel and maintain a secure and inclusive learning environment for 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.

Based on the student data from the previous academic year, it has been challenging to gauge improvements and identify specific needs for the upcoming year, given that students have been adapting to a new learning environment since the post-epidemic period. In the current year, we

have implemented various strategies and activities, with a strong emphasis on providing the necessary support for students' social-emotional well-being. To effectively meet the needs of all students, we recognize the importance of modifying our instructional practices and adopting an intentional approach to instruction.

Many students are still in the process of adjusting to in-person instruction after the pandemic, and it is worth noting that a significant number of them continue to wear masks daily, both during school hours and while engaging socially with their peers. Additionally, some students have opted for independent studies during and after the pandemic, and they have chosen to continue with this learning option. As a school, we remain committed to exploring deliberate ways to enhance school connectivity for all students, irrespective of whether they are engaged in in-person instruction or independent studies.

To foster a sense of belonging and promote student engagement, we will continue to offer enrichment opportunities during and after school hours. These opportunities aim to ensure that all students have the chance to participate in activities that align with their interests and passions within the school setting.

By prioritizing students' social-emotional needs, implementing intentional instructional approaches, and providing inclusive enrichment opportunities, we strive to create a supportive and inclusive environment where all students can thrive academically and emotionally.

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	81 parents responded (57 electronically and 24 on the paper/pencil form).	Parent responses to the 2023-2024 English Leaner Needs Survey will be increased by 30%.
Attendance at ELAC Meetings	An average of 20 to 30 parents attended ELAC in person and through simultaneous virtual Zoom meetings in the 2022-2023 School Year.	Attendance will increase by 15% at ELAC Meetings.
Attendance at Coffee Chats with the Principal	An average of 15 to 20 people attended Coffee Chats with the Principal in the 2022-2023 School Year.	Attendance will increase by 15% at Coffee with the Principal.
Attendance at Back to School Night	325 parents attended, in person, at Back to School Night in the 2022-2023 School Year.	Attendance will increase by 10% for Back to School Night.

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/trainings including: My Body Belongs to Me, Loving Solutions, Project 2 Inspire, and Technology/ Internet Safety - including LMS Canvas, ST Math, Lexia. MyOn and Parent Square.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 ORC Extra hours
	LCFF 4000-4999: Books And Supplies Materials and Supplies - See Goal 1 Activity #7

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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, Mindset Academy 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)
	LCFF 4000-4999: Books And Supplies Materials & Supplies See Goal 1, Activity #7
	LCFF

	2000-2999: Classified Personnel Salaries Campus Assistant Extra Help - See Goal 2, Activity #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- Focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Back to School Informational meeting will be held at the start of the school year to inform parents about the instructional program, classroom expectations, and grading policies 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)
	LCFF 2000-2999: Classified Personnel Salaries Campus Assistant Extra Help - See Goal 2, Activity #6

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 will be provided for incoming Kinder students and 5th grade students transitioning to middle 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)
	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help-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 Engagement Policy. Share documents with all parent committees and educational partners 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.

All Students- English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Invite parents to Fall Parent Conferences, for all students, and Spring Parent Conferences, for students needing extra support to meet grade level standards. Translators will be provided for parents 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)
2500	LCFF 2000-2999: Classified Personnel Salaries Classified translators Extra hours and employee benefits. Office Staff to provide extra support for parents during conferences and throughout the school year.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-Focus on SED, Homeless, and Special Education

Strategy/Activity

ORC will coordinate community resources to distribute to families in need 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)
	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

Hold two 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)
	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

Provide parent involvement opportunities via school committee: School Site Council, Parent Teacher Association, English Learners Advisory Committee, Coffee with Principal, Family Nights, attendance at the CABE local and state conferences. Provide both written and oral notification via Parent Square, Twitter, 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)
	Title III 4000-4999: Books And Supplies Materials and Supplies - Refreshments for ELAC - See Goal 1, Activity #7
	Title III 5000-5999: Services And Other Operating Expenditures See Goal 1, Activity 19. Fund at least two parents to attend CABE State Conference.
	LCFF 4000-4999: Books And Supplies 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.

English Learners and Migrant students

Strategy/Activity

Hold monthly ELAC meetings to provide training and present information related to English Language Learners, and LTELs. Provide strategies and resources for parents to support their children with academics 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)
	LCFF 4000-4999: Books And Supplies 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)
1000	LCFF 1000-1999: Certificated Personnel Salaries Counselor - See Goal 2 Activity #1
	LCFF 4000-4999: Books And Supplies Material and Supplies - See Goal 1 Activity #7

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- Focus on Special Education Students

Strategy/Activity

Invite and 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 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 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters - See Goal 1 Activity #26

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 5800: Professional/Consulting Services And Operating Expenditures Panorama 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.

All students

Strategy/Activity

Invite 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, providing options for 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)
	District Funded 3000-3999: Employee Benefits ORC
	LCFF 1000-1999: Certificated Personnel Salaries Substitute floaters-See Goal 1 Activity #26

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant students

Strategy/Activity

Invite and encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student reclassification 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)
	LCFF 4000-4999: Books And Supplies Materials And Supplies - See Goal 1 Activity #7

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Maintained parents informed when High School counselors will come to register 8th grade students for high school. Provide parents with the information to attend high school transition meetings and orientations.

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

Amount(s)	Source(s)
	No additional cost

Annual Review

SPSA Year Reviewed: 2022-23

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 offered significant and meaningful opportunities to actively engage in their students' personal and educational development, both in person and through virtual means. They actively participated in a range of school events, including Parent/Teacher conferences, Back to School Night, the Day of the Dead Carnival, Student Growth Parades, student field trips, Kindergarten orientation, and discussions on 5th and 8th grade A-G requirements, among others. To better accommodate families, school meeting times were adjusted, resulting in an increased attendance compared to previous years.

We also organized Coffee Chats with the Principal and ELAC (English Learner Advisory Committee) meetings, facilitating both in-person and virtual participation. During the 2022-2023 academic year, ELAC saw an average attendance of 25 to 30 parents, reflecting a slight increase compared to the previous year. However, it is important to note that the majority of attendees were consistent participants, indicating the need for further outreach efforts to encourage a more diverse representation of parents at these gatherings.

Furthermore, we recognize the importance of fostering a sense of community on campus and involving parents in their child's academic journey. To address this, we are actively exploring additional volunteer opportunities that allow parents to contribute to their child's educational growth. By encouraging parental involvement, we aim to create a stronger community atmosphere within the school.

While parent participation generally increased for in-person meetings, we acknowledge that certain parents faced logistical challenges in attending in person. As a result, we received requests for simultaneous virtual meetings. Although most meetings were held in person, limitations in terms of available space and technology equipment prevented all meetings from occurring simultaneously in a virtual format.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It is imperative to allocate additional funds to facilitate parental participation in the Individualized Education Program (IEP) process for students with special needs, as well as the Student Study Team (SST) process for students under academic and social-emotional monitoring. While the budget expenditures for the current year were consistent with those of the previous school year, the increased caseloads necessitate additional budgetary allocations.

Moreover, the procedures for assembling the IEP team differed this year, as a combination of in-person and virtual settings were utilized instead of solely relying on in-person meetings. Nonetheless, parents were given the opportunity to attend IEPs and SSTs either in person, virtually, or via phone, providing them with flexible options to participate.

To ensure meaningful parental engagement in these critical processes, it is crucial to allocate the necessary resources and financial support to accommodate the increased demand. By addressing the budgetary needs and offering diverse participation options, we can foster stronger collaboration between parents and the educational team, ultimately enhancing the educational experiences and outcomes for all students involved.

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 second year of transitioning back to in-person instruction after the post-pandemic period necessitated adjustments to our goals and approaches. Given the varying levels of comfort and adherence to post-pandemic guidelines among parents and staff, certain actions were modified to accommodate their preferences.

Events such as Kindergarten Orientation, Back To School Night, and Parent conferences were adapted to offer a choice between in-person, virtual, or phone-based participation, as requested by parents. Coffee Chats with the Principal were initially conducted solely in person, but due to parent requests, we are now exploring the possibility of simultaneous virtual sessions. ELAC meetings will be held both in person and virtually, with adjusted schedules to accommodate the needs of families and encourage increased parent participation and input.

Moving forward, we plan to focus more on strategies to support students at home and enhance attendance through additional parent meetings. To evaluate the effectiveness of these efforts, attendance data will be collected and compared to the previous year. However, it is important to acknowledge that due to the unique circumstances of the pandemic, the reliability and fairness of comparing parent involvement metrics from previous years may be compromised.

By remaining flexible and responsive to the evolving needs and preferences of parents and staff, we aim to foster a supportive and inclusive environment where meaningful parent engagement is prioritized. These adaptations will contribute to our collective efforts in navigating the challenges and uncertainties of the post-pandemic landscape.

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	$331,606.00

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	$178,000.00
LCFF - Intervention	$22,197.00

Subtotal of state or local funds included for this school: $200,197.00

Total of federal, state, and/or local funds for this school: $331,606.00

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	22197.00	0.00
LCFF	178000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	178,000.00
LCFF - Intervention	22,197.00
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	26,708.00
2000-2999: Classified Personnel Salaries	LCFF	33,279.00
4000-4999: Books And Supplies	LCFF	71,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	19,013.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	28,000.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	22,197.00
1000-1999: Certificated Personnel Salaries	Title I	28,306.00
4000-4999: Books And Supplies	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I	56,363.00

1000-1999: Certificated Personnel Salaries	Title III	28,998.00
3000-3999: Employee Benefits	Title III	6,620.00
5000-5999: Services And Other Operating Expenditures	Title III	8,122.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	263,327.00
Goal 2	63,779.00
Goal 3	4,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

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
Erica Evangelista	Parent or Community Member
Agustin Mendoza	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.

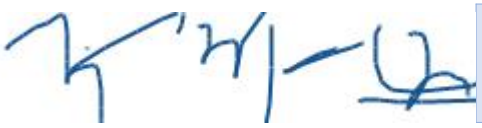
Recommendations and Assurances

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 06/05/2023.

Attested:

	Principal, Pablo Ordaz on 06/05/23
	SSC Chairperson, Anne Marie Newman on 06/05/23

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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	6.14.23	

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.

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to our students with disabilities and homeless subgroups. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as identifying our homeless and students with disabilities to provide targeted tier 2 support before and after school with the support of our LI teacher and our Intervention Support Providers (ISP).

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.
Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.
Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals at Driffill can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

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 2023-2024

school year. Additionally, our biliteracy, 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 student-monitoring conferences with grade-level teachers once every six weeks.

Driffill School staff consists of 56 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 Biliteracy, 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 6 week progress monitoring cycles 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.

Our after-school enrichment activities will include: 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 during the school day and after school including Leadership Opportunities, Careers, AVID, Robotics, Gardening Club, Math Club, Athletic Mindset. The after-school program has and will continue to 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. Most of our 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.

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 Square, conferences, and regular ongoing communication with teachers and administration. Additionally, teachers regularly communicate with families in-person, by phone, written notes, email, CANVAS, and google Classroom.

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 Parent square with regular calls to all parents. Weekly digital bulletins are pushed out to parents via Canvas, and parent square 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. 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 observation and feedback cycles. 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 CAASPP, 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, St Math, 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. Driffill will use the BUF imbedded formative assessments to monitor student growth in DLI classes. 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.

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 e-binders are maintained to record data, on-going conversations, monitor student growth and make instructional decisions regarding the most effective ways to meet standards.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of 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 an 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. A parent workshop has been identified for every month for the upcoming academic year.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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. 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.

Educational Partner 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 educational partners for their recommendations and re-submissions to the School Site Council for any changes and final approval. The plan will also reflect the work and support of the leadership team at the site.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We continue to have a need additional hours for campus supervisors. We have identified the need for a Wellness Center to support our Social emotional needs of our students. Having a second counselor allows us opportunities to support the needs of All of our students in Wellness center.

Driffill has identified a need for extensive support social-emotional support for all students and site staff therefore we are opening a Wellness center in the 2023-24 school year.

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: Wi-Fi 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	0.4%	0.19%	0.3%	4	2	3
Asian	%	%	0%			0
Filipino	0.4%	0.38%	0.3%	5	4	3
Hispanic/Latino	97.5%	97.69%	97.61%	1,097	1015	979
Pacific Islander	0.2%	0.10%	0.2%	2	1	2
White	1.2%	1.35%	1.4%	14	14	14
Multiple/No Response	0.2%	0.29%	0.2%	2	3	2
			Total Enrollment	1,125	1039	1003

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	146	144	143
Grade 1	101	95	90
Grade 2	122	96	94
Grade3	120	107	96
Grade 4	121	114	107
Grade 5	132	113	108
Grade 6	123	124	116
Grade 7	123	125	121
Grade 8	137	121	128
Total Enrollment	1,125	1,039	1,003

Conclusions based on this data:

Based on the analysis of student enrollment by grade level between 2020-2023, the total enrollment has decreased. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	631	617	610	56.10%	59.4%	60.8%
Fluent English Proficient (FEP)	272	208	185	24.20%	20.0%	18.4%
Reclassified Fluent English Proficient (RFEP)	43		59	6.8%		11%

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. 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%	5	5%	9	10%	70	75%	4	811
Grade 1	95	28	29%	11	12%	17	18%	39	41%	4	811
Grade 2	92	23	25%	20	22%	18	20%	31	34%	4	883

Conclusions based on this data:

Based on the current Star Early Literacy data a high percentage of Driffill's Kinder students have tested Proficient. Driffill will continue to focus on teaching the biliteracy units while also ensuring that students receive foundation skills to ensure well rounded students that are able to read proficiently. Our TK program supports Early Literacy skills to ensure that students start Kindergarten with a strong foundation.

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	94	35	37%	33	35%	18	19%	8	9%	1	888
Grade 3	90	34	38%	30	33%	15	17%	11	12%	1	942
Grade 4	98	60	61%	17	17%	16	16%	5	5%	1	949
Grade 5	101	40	40%	21	21%	31	31%	9	9%	2	1011
Grade 6	106	51	48%	36	34%	17	16%	2	2%	1	1001
Grade 7	102	62	61%	21	21%	17	17%	2	2%	1	1009
Grade 8	114	37	32%	46	40%	30	26%	1	1%	2	1060

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. Driffill will continue to need a strong progress monitoring system that analyzes student progress at least every six weeks to identify student needs and plan instruction and differentiated target goals for individualized small groups of students.

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	95	25	26%	39	41%	28	29%	3	3%	2	837
Grade 2	92	28	30%	33	36%	23	25%	8	9%	2	908
Grade 3	93	32	34%	32	34%	14	15%	15	16%	2	956
Grade 4	101	44	44%	31	31%	19	19%	7	7%	2	984
Grade 5	102	49	48%	25	25%	14	14%	14	14%	1	1030
Grade 6	104	61	59%	29	28%	12	12%	2	2%	1	1020
Grade 7	91	71	78%	13	14%	6	7%	1	1%	1	997
Grade 8	115	69	60%	29	25%	14	12%	3	3%	1	1058

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 all grade levels and in particular our middle school. Our students will continue using ST math but also continue using dreambox in the middle school grades.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		106			103			103			97.2	
Grade 4		110			106			106			96.4	
Grade 5		106			104			104			98.1	
Grade 6		121			120			119			99.2	
Grade 7		122			119			118			97.5	
Grade 8		116			115			114			99.1	
All Grades		681			667			664			97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.			5.83			18.45			24.27			51.46	
Grade 4		2405.			4.72			16.98			25.47			52.83	
Grade 5		2435.			7.69			16.35			25.96			50.00	
Grade 6		2458.			6.72			12.61			26.05			54.62	
Grade 7		2486.			3.39			22.88			29.66			44.07	
Grade 8		2485.			3.51			17.54			29.82			49.12	
All Grades	N/A	N/A	N/A		5.27			17.47			26.96			50.30	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.74			59.22			32.04	
Grade 4		8.49			62.26			29.25	
Grade 5		5.77			65.38			28.85	
Grade 6		6.78			44.07			49.15	
Grade 7		2.54			61.02			36.44	
Grade 8		7.02			48.25			44.74	
All Grades		6.49			56.41			37.10	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.88			43.69			52.43	
Grade 4		1.89			49.06			49.06	
Grade 5		6.86			50.98			42.16	
Grade 6		5.04			42.02			52.94	
Grade 7		10.17			50.85			38.98	
Grade 8		4.46			50.89			44.64	
All Grades		5.45			47.88			46.67	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.83			66.99			27.18	
Grade 4		5.66			65.09			29.25	
Grade 5		4.90			69.61			25.49	
Grade 6		5.08			70.34			24.58	
Grade 7		10.17			61.86			27.97	
Grade 8		8.77			67.54			23.68	
All Grades		6.81			66.87			26.32	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.85			60.19			34.95	
Grade 4		7.55			68.87			23.58	
Grade 5		8.65			49.04			42.31	
Grade 6		8.40			59.66			31.93	
Grade 7		6.78			58.47			34.75	
Grade 8		7.02			60.53			32.46	
All Grades		7.23			59.49			33.28	

Conclusions based on this data:

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. Driffill will continue to need the full implementation of the BUF's Biliteracy units which are standards based to support growth in the area of 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		106			105			105			99.1	
Grade 4		110			107			107			97.3	
Grade 5		106			103			102			97.2	
Grade 6		121			120			120			99.2	
Grade 7		122			117			117			95.9	
Grade 8		116			115			115			99.1	
All Grades		681			667			666			97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2397.			4.76			31.43			26.67			37.14	
Grade 4		2418.			3.74			14.95			36.45			44.86	
Grade 5		2435.			3.92			8.82			27.45			59.80	
Grade 6		2424.			0.83			5.83			25.83			67.50	
Grade 7		2452.			2.56			5.98			32.48			58.97	
Grade 8		2446.			5.22			6.96			20.87			66.96	
All Grades	N/A	N/A	N/A		3.45			12.01			28.23			56.31	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.33			52.38			34.29	
Grade 4		8.41			43.93			47.66	
Grade 5		7.84			35.29			56.86	
Grade 6		2.50			20.83			76.67	
Grade 7		1.71			40.17			58.12	
Grade 8		2.61			40.87			56.52	
All Grades		5.86			38.59			55.56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			56.19			37.14	
Grade 4		4.67			47.66			47.66	
Grade 5		1.96			44.12			53.92	
Grade 6		1.67			37.50			60.83	
Grade 7		3.42			53.85			42.74	
Grade 8		4.35			42.61			53.04	
All Grades		3.75			46.85			49.40	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43			63.81			24.76	
Grade 4		5.61			58.88			35.51	
Grade 5		2.94			60.78			36.27	
Grade 6		0.83			55.83			43.33	
Grade 7		3.42			59.83			36.75	
Grade 8		3.48			48.70			47.83	
All Grades		4.50			57.81			37.69	

Conclusions based on this data:

Driffill showed progress on the CAASPP Math in all grade levels with the exception of 4th grade. 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. We will be supplementing the My Math program with other math programs including but not limited to ST Math, touch math, Zearn, Engage New York, among other programs.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1403.1			1418.3			1367.5			101	0	
1	1432.1			1440.7			1423.0			61	0	
2	1472.2	1480.0		1477.1	1483.8		1466.7	1475.6		76	78	
3	1479.3	1475.1		1481.0	1473.3		1477.1	1476.3		92	76	
4	1489.0	1512.5		1485.7	1503.5		1491.8	1520.9		69	76	
5	1508.5	1537.7		1502.6	1534.0		1514.1	1540.9		50	55	
6	1519.4	1533.0		1514.2	1528.2		1524.1	1537.2		38	38	
7	1524.8	1555.8		1513.4	1550.4		1535.7	1560.7		35	36	
8	1547.2	1555.8		1539.1	1548.1		1554.7	1563.2		28	30	
All Grades										550	389	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.00			35.00			30.00			27.00			100		
1	6.56			32.79			37.70			22.95			61		
2	9.21	11.43		43.42	51.43		32.89	25.71		14.47	11.43		76	70	
3	7.61	6.67		34.78	33.33		39.13	34.67		18.48	25.33		92	75	
4	10.29	18.67		35.29	44.00		45.59	28.00		8.82	9.33		68	75	
5	16.00	23.64		36.00	47.27		34.00	27.27		14.00	1.82		50	55	
6	13.16	18.92		47.37	51.35		31.58	27.03		7.89	2.70		38	37	
7	11.43	33.33		31.43	38.89		48.57	22.22		8.57	5.56		35	36	
8	11.11	16.67		44.44	56.67		44.44	23.33		0.00	3.33		27	30	
All Grades	9.69	16.93		37.11	44.97		37.11	27.78		16.09	10.32		547	378	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.00			34.00			26.00			24.00			100		
1	29.51			16.39			36.07			18.03			61		
2	25.00	30.00		42.11	38.57		26.32	24.29		6.58	7.14		76	70	
3	26.09	14.67		42.39	49.33		19.57	16.00		11.96	20.00		92	75	
4	23.53	28.00		47.06	52.00		20.59	12.00		8.82	8.00		68	75	
5	36.00	41.82		44.00	50.91		10.00	7.27		10.00	0.00		50	55	
6	15.79	35.14		57.89	45.95		23.68	16.22		2.63	2.70		38	37	
7	17.14	36.11		45.71	50.00		31.43	11.11		5.71	2.78		35	36	
8	18.52	16.67		44.44	63.33		37.04	20.00		0.00	0.00		27	30	
All Grades	23.40	28.31		40.04	48.94		24.68	15.34		11.88	7.41		547	378	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.00			17.00			52.00			27.00			100		
1	4.92			27.87			29.51			37.70			61		
2	7.89	5.71		39.47	45.71		19.74	24.29		32.89	24.29		76	70	
3	5.43	6.67		15.22	12.00		50.00	46.67		29.35	34.67		92	75	
4	4.41	13.33		26.47	29.33		44.12	41.33		25.00	16.00		68	75	
5	8.00	14.55		22.00	27.27		36.00	43.64		34.00	14.55		50	55	
6	5.26	5.41		23.68	29.73		50.00	51.35		21.05	13.51		38	37	
7	2.86	16.67		31.43	41.67		45.71	27.78		20.00	13.89		35	36	
8	7.41	16.67		33.33	33.33		48.15	40.00		11.11	10.00		27	30	
All Grades	5.48	10.58		24.86	30.16		41.50	39.15		28.15	20.11		547	378	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.00			72.00			17.00			100		
1	36.07			50.82			13.11			61		
2	30.26	24.29		63.16	70.00		6.58	5.71		76	70	
3	25.00	20.00		55.43	64.00		19.57	16.00		92	75	
4	29.41	51.35		55.88	43.24		14.71	5.41		68	74	
5	24.00	34.55		60.00	63.64		16.00	1.82		50	55	
6	5.26	16.22		78.95	67.57		15.79	16.22		38	37	
7	8.57	17.14		71.43	71.43		20.00	11.43		35	35	
8	22.22	23.33		70.37	66.67		7.41	10.00		27	30	
All Grades	22.30	28.72		62.89	62.23		14.81	9.04		547	376	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00			48.00			32.00			100		
1	19.67			57.38			22.95			61		
2	18.42	33.33		69.74	57.97		11.84	8.70		76	69	
3	32.18	33.78		51.72	43.24		16.09	22.97		87	74	
4	34.38	20.00		56.25	69.33		9.38	10.67		64	75	
5	61.70	70.91		31.91	23.64		6.38	5.45		47	55	
6	51.35	51.35		48.65	45.95		0.00	2.70		37	37	
7	50.00	66.67		50.00	33.33		0.00	0.00		32	36	
8	59.26	40.00		40.74	60.00		0.00	0.00		27	30	
All Grades	33.15	41.76		52.17	48.94		14.69	9.31		531	376	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.02			70.71			27.27			99		
1	18.03			45.90			36.07			61		
2	15.79	11.43		55.26	68.57		28.95	20.00		76	70	
3	5.43	6.67		47.83	38.67		46.74	54.67		92	75	
4	8.82	9.46		57.35	70.27		33.82	20.27		68	74	
5	18.00	14.55		44.00	65.45		38.00	20.00		50	55	
6	5.26	2.70		34.21	64.86		60.53	32.43		38	37	
7	2.86	22.22		42.86	55.56		54.29	22.22		35	36	
8	18.52	20.00		37.04	53.33		44.44	26.67		27	30	
All Grades	9.71	11.41		51.83	59.68		38.46	28.91		546	377	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.00			46.00			38.00			100		
1	6.56			55.74			37.70			61		
2	13.16	25.71		52.63	50.00		34.21	24.29		76	70	
3	8.70	9.46		63.04	71.62		28.26	18.92		92	74	
4	4.41	18.67		79.41	70.67		16.18	10.67		68	75	
5	6.00	23.64		80.00	69.09		14.00	7.27		50	55	
6	15.79	16.22		76.32	81.08		7.89	2.70		38	37	
7	2.86	25.00		94.29	72.22		2.86	2.78		35	36	
8	7.41	0.00		92.59	96.67		0.00	3.33		27	30	
All Grades	9.69	17.77		65.63	70.03		24.68	12.20		547	377	

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 English Learners.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,039	**89.6**	**59.4**	**0.1**
Total Number of Students enrolled in James Driffill Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	617	59.4
Foster Youth	1	0.1
Homeless	99	9.5
Socioeconomically Disadvantaged	931	89.6
Students with Disabilities	136	13.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2
American Indian		
Asian		
Filipino	4	0.4
Hispanic	1,015	97.7
Two or More Races	3	0.3
Pacific Islander	1	0.1
White	14	1.3

Conclusions based on this data:

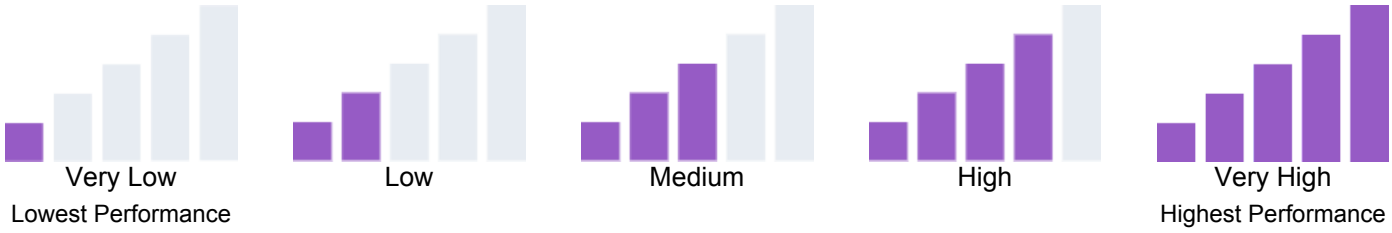
Driffill has a large population of socioeconomically disadvantaged students. In order to meet the academic needs, Driffill will make sure that their basic needs are taken care of first. Driffill will focus on strengthening designated and integrated English Language Development for English Language Learners. Driffill will continue to provide free breakfast and lunch to all students. Driffill will be sending Friday bags filled with food home to our homeless and foster families which include many EL students and continue having a winter closet that provides clothing for students who are in need of proper attire. Driffill will participate in the Operation School Bell, which helps families in need. Finally, Driffill has 5 Autism classes on campus in addition to 4 RSP teachers providing services in order to meet the needs of students with disabilities. Our RSP students need continued support that is based off of their annual goals.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

Driffill must continue working for improvement in the areas of ELA and Math. We still have a large percentage of our population not meeting proficiency. This year we looked at what worked and what didn't to raise scores and are adjusting practices in the classroom to maximize the number of students in the MET/Exceeded category as measured by CAASPP.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

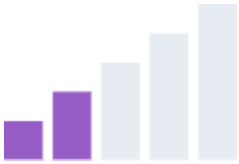
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
68.1 points below standard	75.7 points below standard	1 Student
665 Students	470 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
93.9 points below standard	69.5 points below standard	117.5 points below standard
79 Students	628 Students	91 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student			No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 68.6 points below standard 652 Students	No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.9 points below standard 298 Students	44.3 points below standard 172 Students	60.4 points below standard 135 Students

Conclusions based on this data:

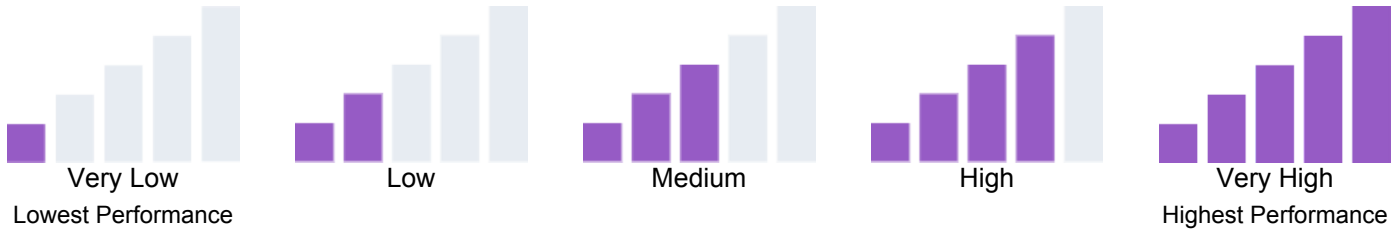
Driffill must continue working for improvement in the areas of ELA and Math. For the 2023-24 school year, at Driffill our English Learners, Reclassified students and English only students continue to make gains in Language Arts. Despite these gains, we continue to have a large percentage of our students not meeting grade level standards so we are targeting our specific areas of weakness as identified by the CAASPP. Writing is taking place in all subject areas to support student development in this area.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

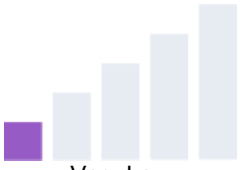
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
96.4 points below standard	100.8 points below standard	2 Students
667 Students	470 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
123.2 points below standard	97.9 points below standard	147.1 points below standard
79 Students	630 Students	93 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student			No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 96.8 points below standard 654 Students	No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.5 points below standard 298 Students	89.3 points below standard 172 Students	95.1 points below standard 137 Students

Conclusions based on this data:

Driffill must continue working for improvement in Math. For the 2022-23 school year, there has been growth with our students with disabilities and our English Learners as we recognize these are our significant groups to support. We also recognize that the CAASPP has a different format and different question types which needs to be introduced and taught to our students. In order to prepare students, we are using the IAB's and FIAB's as test prep. We have students writing in the subject area to explain their reasoning and procedures used in solving problems.

School and Student Performance Data

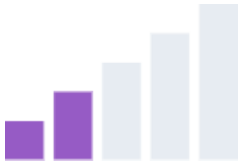
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

56.8 making progress towards English language proficiency

Number of EL Students: 336 Students

Performance Level: 2

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.

2022 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
14.9%	28.3%	0.3%	56.5%

Conclusions based on this data:

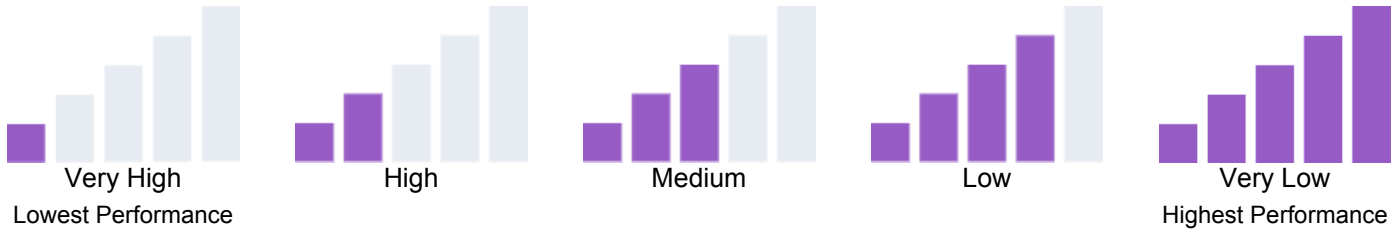
EL students continue to be reclassified and show progress, suspension for this group has also declined; progress has been minimal in language arts and math but continues to move forward. Our focus will continue to be Academic Math vocabulary and writing within the curriculum. Driffill strives to utilize evidence-based strategies to increase the proficiency levels of our English Language Learners. Designated and integrated ELD will be implemented using district adopted materials in order target English Language Learner growth. The instructional practices that have proved to be successful will be continued and we are adding ISP's and the implementation of AVID strategies to impact the growth of these students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

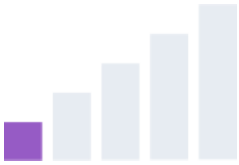


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
30.4% Chronically Absent	29.3% Chronically Absent	Less than 11 Students
1075 Students	645 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
32.3% Chronically Absent	30.5% Chronically Absent	42.6% Chronically Absent
133 Students	1015 Students	155 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students			No Performance Level Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 30.2% Chronically Absent 1050 Students	No Performance Level Less than 11 Students 3 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level 40% Chronically Absent 15 Students

Conclusions based on this data:

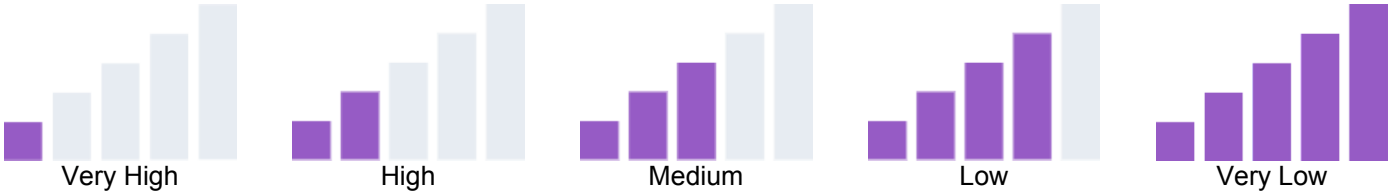
Driffill must continue working for improvement in the areas Chronic Absenteeism, which significantly affects students progress because of lack of consistency. Our EL, foster, and homeless population are missing the instructional support needed to close the achievement gap and further their English language acquisition. The ORC in collaboration with the attendance clerk, and Administration, will monitor student absences and will develop an incentive-based system to improve chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

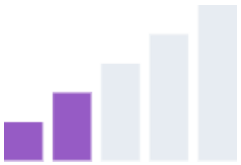
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	4	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
4.5% suspended at least one day	2.4% suspended at least one day	Less than 11 Students
1100 Students	658 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	High	High
3.6% suspended at least one day	4.6% suspended at least one day	5.5% suspended at least one day
138 Students	1034 Students	164 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students			No Performance Level Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 4.6% suspended at least one day 1073 Students	No Performance Level Less than 11 Students 3 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 0% suspended at least one day 16 Students

Conclusions based on this data:

Driffill's cultural policy change and perception on student behaviors related to suspensions with the understanding of effective trauma have contributed to a decrease in suspensions in the past. Driffill continues to implement the PBIS Program and a new district-wide formal progressive referral process which has helped with the reduction also. We anticipate within the next year, with continuing to prioritize social emotional needs of students, suspensions will continue to go down. The PBIS model will continue to implement CHAMPS, reduce behavioral referrals, and ingrain a culture of growth mindset strategies. Driffill will continue moving away from a punitive system to restorative justice philosophy.

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	Baseline data from 2022-23 CAASPP scores. 41% of 3rd Grade students met or exceeded standards 22% of 4th Grade students met or exceeded standards 35% of 5th Grade students met or exceeded standards 21% of 6th Grade students met or exceeded standards 22% of 7th Grade students met or exceeded standards 26% 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: 18%. 4th Grade: 18% 5th Grade: 18% 6th Grade: 18% 7th Grade: 18% 8th Grade: 18% The percentage of students who scored Not Met will be decreased by 10% in all grade levels.
CAASPP Math	Baseline data from 2022-23 CAASPP scores. 53% of 3rd Grade students met or exceeded standards 19% of 4th 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
	22% of 5th Grade students met or exceeded standards 10% of 6th Grade students met or exceeded standards 11% of 7th Grade students met or exceeded standards 14% of 8th Grade students met or exceeded standards	scored met and exceeded will increase by: 3rd Grade: 18%. 4th Grade: 18% 5th Grade: 18% 6th Grade: 18% 7th Grade: 18% 8th Grade: 18% The percentage of students who scored Not met will be decreased by 10% for all grade levels.
STAR 360 ELA	Baseline data from 2022-23 STAR 360 (Spring): 31% of 3rd-grade students were at or above benchmark 20% of 4th-grade students were at or above benchmark 29% of 5th-grade students were at or above benchmark 10% of 6th-grade students were at or above benchmark 11% of 7th-grade students were at or above benchmark 12% 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: 18%. 6th- 8th Grade: 15%
STAR 360 Math	Baseline data from 2022-23 STAR 360 (Spring): N/A of K grade students were at or above benchmark 43% of 1st-grade students were at or above benchmark 52% of 2nd-grade students were at or above benchmark 51% of 3rd-grade students were at or above benchmark 41% of 4th-grade students were at or above benchmark 44% of 5th-grade students were at or above benchmark 24% of 6th-grade students were at or above benchmark 12% of 7th-grade students were at or above benchmark 22% 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: 18% 3rd-5th Grade: 18%. 6th-8th Grade: 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy	77% of K grade students were at or above benchmark 36% of 1st-grade students were at or above benchmark 22% 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	59 English Learners were reclassified as a result of meeting the reclassification criteria in 2022-23.	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. DLI teachers will work on instructional sequence charts and learning plans that align to the BUFs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

4,243.00	Title I 1000-1999: Certificated Personnel Salaries Teacher extra pay
5,000.00	LCFF 1000-1999: Certificated Personnel Salaries 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 and peer collaboration, professional development workshops, 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)
4,000.00	Title I 1000-1999: Certificated Personnel Salaries Salaries for subs
5,000.00	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)
8,035.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Teacher Hours, Professional Development Costs
4,762.00	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, comprehensive 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
6,000.00	Title III 1000-1999: Certificated Personnel Salaries

	Teacher Extra Hours and subs
6,000.00	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)
3,000.00	LCFF 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. STAR 360 data 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)
2,000.00	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 4 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 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. 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. We will provide before and after school intervention to students who are not making academic progress based on progress monitoring 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)
6,000.00	Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours
6,000.00	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 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)
2,373.00	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 in 6 week cycles to discuss student progress, Tier 1 instructional strategies, assessment data and determine potential Tier 2 Intervention needs. Identify students needing further monitoring through the MTSS 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)
3,000.00	Title I 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

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. introduce our middle school students to the services available in our wellness center.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Certificated Salaries
3,000.00	LCFF 4000-4999: Books And Supplies Camp materials and supplies,

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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. Staff and parents will return from their conferences and share best practices and strategies with the rest of the 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)
10,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees
6,500.00	Title III 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees

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 accelerate learning, to support students in reaching mastery of the grade level standards. English learners will receive an ELPAC bootcamp before or afterschool to target ELD standards tested on ELPAC before the Summative ELPAC. Apps, and programs designed to support English learners will be used to supplement our ELD program. Thinking Maps will be used to supplement the ELD curriculum and support writing.

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

Amount(s)	Source(s)
19,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours

12,384.00	Title III 4000-4999: Books And Supplies materials for Englsih Learners Intervention, and applications
4,000	Title III 5000-5999: Services And Other Operating Expenditures digital access to supplemental 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.

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)
29,475.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Teacher
29,475.00	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)
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Subs - certificated staff
7,066.00	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 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)
800.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Fees
4,500.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation
1,500.00	LCFF 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.

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 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
3,500.00	LCFF 5000-5999: Services And Other Operating Expenditures Transportation
1,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Fees

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

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)
8,384.00	Title I 4000-4999: Books And Supplies Books other than textbooks, 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.

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. Campus supervisors will support the meet and greet events held before the start of the new year. Translation will be offered 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)
1,000.00	Title I 1000-1999: Certificated Personnel Salaries Extra Hours
1,000.00	Title I 4000-4999: Books And Supplies Materials
3,000.00	Title I 2000-2999: Classified Personnel Salaries

	Playground Extra Help
2,000	Title I 2000-2999: Classified Personnel Salaries verbal translation

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

Provide virtual or in-person After-School Enrichment activities (including Art, Music, Science, Dance, Book Club, Chess Club, Gardening Club and Fitness. Driffill provide students opportunities to learn art, music, and other arts to integrate content standards with the art.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,907.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
5,600.00	Title I 4000-4999: Books And Supplies Materials
4,000.00	LCFF 4000-4999: Books And Supplies Warehouse Charges
10,000.00	LCFF 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

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 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

New Teacher Induction Mentors and OSD District Math Manager, Science, Technology and ELD and DLI 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 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

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. Driffill will provide an elective course in Robotics to develop technology skills while meeting NGSS 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)
1,896.00	LCFF 5000-5999: Services And Other Operating Expenditures Science Apps
3,000.00	LCFF 4000-4999: Books And Supplies technology materials and supplies

Strategy/Activity 26

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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 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)
3,000.00	LCFF 2000-2999: Classified Personnel Salaries clerical extra help and overtime hours

Strategy/Activity 27

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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)
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Services and other operating expenditures-equipment maintenance
2,000.00	LCFF 4000-4999: Books And Supplies Ink for copy machines and printers
2,000.00	LCFF 4000-4999: Books And Supplies cost to replace old computer equipment and supplies

Strategy/Activity 28

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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: 2022-23

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 in all grade levels. In particular 3rd grade and 5th grade made higher than expected growth. 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 a strong progress monitoring system that uses relevant assessments every 6 weeks to inform tier 1 and 2 interventions. Every teacher at Driffill will participate in 6 week cycles of progress monitoring. We will use Star, common formative assessments, IAB's and Panorama data to identify 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.

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 Zearn math and lexia 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 2022-23 were 65	Suspension Rates for 2023-2024 will decrease by 40% of the students suspended by June 2024.
Attendance Data	Chronic Absenteeism rates for 2022-23 was 26%	Chronic Absenteeism rates for 2023-2024 will decrease by 10%.
Behavioral Referrals to the office	Number of office Referrals for 2022-23 were 549 office referrals.	Referral Rates for 2023-2024 will decrease by 15%.
Panorama Survey Data	Emotional Regulation - 45% of 3-5th students responded that they are able to regulate their emotions. Emotional Regulation - 45% of 6 -8th students responded that they are able to regulate their emotions.	Increase Emotional Regulation reporting by 15%
Panorama Survey Data	Self-Management- 65% 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- 63% of 6-8th students reported they were able to manage their emotions, thoughts and behaviors in different situations.	
Panorama Survey Data	Social Awareness- 63% of 3-5th students reported they are consider perspectives of others and empathize with them. Social Awareness- 53% 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)
36,290.00	LCFF 2000-2999: Classified Personnel Salaries 2 additional campus supervisors

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)
3,000.00	LCFF - Intervention 4000-4999: Books And Supplies awards/ Books other than textbooks
4,000.00	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
4,000.00	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 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)
5,243.00	LCFF 1000-1999: Certificated Personnel Salaries Collaboration Time- extra Teacher Hours
3,000.00	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. ORC will support Family and student engagement opportunities to welcome parent volunteers to Driffill. Clerical staff will help support incentive programs by providing support in creating, organizing incentive programs/awards and creating communications 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)
3,000.00	LCFF 4000-4999: Books And Supplies Materials
	District Funded Outreach Consultant salary
600	LCFF 2000-2999: Classified Personnel Salaries custodial extra help
2,000	Title I 2000-2999: Classified Personnel Salaries clerical 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.

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 offered monthly to create a strong relationship between the school community and parents. An additional counselor will support positive student behavior and school connectedness. A wellness center will operate during the school day at various times starting the 2023-24 school year to support identified 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)

2,000.00	LCFF 4000-4999: Books And Supplies Materials
	District Funded Counselor salaries
	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. An iPad will be used to track data in the learning center and increase student's social emotional needs. Driffill will also continue to implement the use of E-hall pass to monitor and support student safety and well being.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures technology, Software for E-Hall Pass

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. Workshops for parents will be offered monthly to educate the community on important health related topics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more 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. Counselors will develop professional development for Staff and parents in support of social emotional 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)
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. Driffill will continue to implement bimonthly MTSS meetings with site personnel to review and monitor students that may need Tier 2 interventions for social emotional support, counseling, and or 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)
	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)
3,000.00	LCFF - Intervention 4000-4999: Books And Supplies materials and supplies

Annual Review

SPSA Year Reviewed: 2022-23

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, 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 2023-24. Driffill was recognized as a Silver School in PBIS. 2020-2021, since then we have continued to work toward that level. This coming year we will be working toward implementing our PBIS program at the level we had during the 2020-21 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.

To address the need for targeted learning acceleration, we have designated maximum budget allocations to support attendance, engagement, and social-emotional wellness strategies. Additionally, Given the number of students who show they need support for emotional regulation and engagement according to our panorama data we continue to look for ways to address the needs of all students. In middle school in particular students need more encouragement to share their needs. They often feel more comfortable sharing with their peers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Driffill's goal continues to focus on increasing our daily attendance 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. Next year we will have more attendance incentives to encourage student engagement and attendance. The strategies outlined above have both personnel and incentive investments to support student's social emotional needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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
Parent attendance during workshops	Parent participation at workshops has been significantly low. We have attempted morning, afternoon and evening events.	Goal of 2022-2023 is to increase participation in parent involvement at Driffill by 15%
Average Attendance at ELAC	2022-2023 The average number of attendees at ELAC meetings was 8	Goal of 2022-2023 is to increase the number of attendees at ELAC meetings by 10%
Parent Attendance at Back to School Night	2022-2023 325 Parents attended Back to School 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 Winter 2022 LCAP and Family Engagement Survey	Winter 2022 68 parents responded to the survey	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, Parent Square our website, and in-person meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Messaging system

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

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
2,000.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
3,000.00	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 in parents' language including Mixteco.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 such as after school tutoring with Lexia, Zearn, and math lab 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)
2,864.00	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
2,000.00	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 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: 2022-23

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. 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. We have found that providing blended meetings (zoom and in person) best serve the needs of our parents.

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	$0.00
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	$365,717.00

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	$140,000.00
LCFF - Intervention	$78,272.00

Subtotal of state or local funds included for this school: $218,272.00

Total of federal, state, and/or local funds for this school: $365,717.00

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	140,000.00	0.00
LCFF - Intervention	78,272.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	140,000.00
LCFF - Intervention	78,272.00
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	30,650.00
2000-2999: Classified Personnel Salaries	LCFF	43,890.00
4000-4999: Books And Supplies	LCFF	45,064.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,396.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	67,510.00
4000-4999: Books And Supplies	LCFF - Intervention	10,762.00
1000-1999: Certificated Personnel Salaries	Title I	46,718.00
2000-2999: Classified Personnel Salaries	Title I	7,000.00

4000-4999: Books And Supplies	Title I	22,050.00
5000-5999: Services And Other Operating Expenditures	Title I	10,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	11,000.00
1000-1999: Certificated Personnel Salaries	Title III	15,373.00
2000-2999: Classified Personnel Salaries	Title III	3,220.00
4000-4999: Books And Supplies	Title III	20,884.00
5000-5999: Services And Other Operating Expenditures	Title III	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	6,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	269,300.00
Goal 2	73,833.00
Goal 3	22,584.00

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
Javier Tapia	Principal
Kimberly Dufau	Classroom Teacher
Patricia Ponce-Villa	Classroom Teacher
Carlos Torres	Classroom Teacher
Martha Alcantar	Classroom Teacher
Monica Arias Melgoza	Other School Staff
Myriam Cervantes	Parent or Community Member
Carina Torres	Parent or Community Member
Alex Salazar	Parent or Community Member
Bryan Melanephy	Parent or Community Member
Maricela Morales	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 6.14.23.

Attested:

	Principal, Javier Tapia on 6/14/23
	SSC Chairperson, Patricia Ponce-Villa on 6/14/23

Recommendations and Assurances

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The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☑ School Site Council
Clear	☑ English Learner Advisory Committee

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:

Clear	Principal, Javier Tapia on 6/14/23
Clear	SSC Chairperson, Patricia Ponce-Villa on 6/14/23

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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	May 22, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement

Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of ELA for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The second category is being low and very low in the area of Mathematics for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The third category is being very high in the area of Chronic Absenteeism for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic.

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 St. School will effectively meet the Every Student Succeeds Act (ESSA) by implementing Oxnard School District's new strategic plan called Oxnard EMPOWERS. Our vision Changing the World! Inspired, Accomplished, Multilingual Global Citizens - In School and Beyond. Our Mission is to IGNITE, TANSFORM, NURTURE AND EMBRACE. The Oxnard School District Student Profile with the seven traits will also be at the forefront of our decision making. Our unified values and

supporting principles will also guide our work. 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. We need to ensure all of our strategic goals are aligned to the new OSD strategic plan: OXNARD EMPOWERS.

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 Transitional Kindergarten through Fifth grade written by our District to ensure CCSS is at the forefront in our biliteracy 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. k
The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking via high level of 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 our new Parent Square communication system.

Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of ELA for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The second category is being low and very low in the area of Mathematics for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The third category is being very high in the area of Chronic Absenteeism for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. As stated above, we will be addressing the academic needs in ELA and Mathematics via First Instruction, Progress Monitoring and Intervention. Professional Learning Communities coupled effective lesson planning with colleagues is also key to

address the low and very low status in ELA and Mathematics. We will address the area of Absenteeism by providing more parent outreach and incentive programs. We feel the need of more consistent home visits to follow up with families and students to address chronic absenteeism will also be effective to address the very high status.

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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 has implemented a feed back cycle to visiting classrooms to focus on the School-Wide Goals, the Instructional "Look Fors" and the implementation of the Biliteracy Unit Frameworks (BUF). Elm St. School is a Dual-Language School that has been working with the Center for Teaching for Biliteracy to ensure the implementation of the BUF is implemented with fidelity. The feedback cycle gives an opportunity to give immediate positive feedback as well as notes on what is observed. The purpose of the feed back cycle 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 within the BUF are being taught with fidelity at a rigorous level implementing Depth of Knowledge. Classroom visits are extremely informative and they highlight the great things happening in the classrooms connected to our School-Wide Goals as well as the work that needs to take place around the the implementation around the BUF.

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)
DRDP Asessesment (Transitional Kindergarten)
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)

Early release days every Wednesday provide teacher collaboration by grade level teams as well as bi-weekly grade level meetings, so that Teachers can work in Professional Learning Communities.

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)

First instruction is a critical component to enable under-performing students to meet standards, but we also feel a few other components are as equally important. We feel that Progress Monitoring as part of the Multi-Tiered Supports and Services (MTSS) is a critical component to meet the needs of underperforming students. Through Progress Monitoring small group intervention is provided to target specific skills which underperforming students are not learning. One component of the MTSS process is to meet as a Student Study Team (SST) to review SMART goals established during Progress Monitoring. As part of the SST process, a meeting is scheduled that includes the classroom teacher and parent/guardian. In the SST Meeting, the team discusses next steps.

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. The Principal will meet with each teacher every trimester to review student data and lead the discussion on next steps.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

During the 2023-2024 academic year, we will continue to offer meetings in a variety of formats to ensure we have consistent communication with families. We will continue to offer in-person meetings, Zoom meetings and telephone conferences. School Site Council (SSC) will continue meeting in the afternoon via Zoom, English Language Advisory Committee (ELAC) will continue to meet in the morning in-person, 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, Family Reading Nights, Technology Training etc ...) Parents are also encouraged to attend our Back to School Night which includes our Title 1 Meeting, 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)

At Elm St. School, the Principal has developed a yearly calendar to ensure that all the education partners are involved. During the 2023-2024 academic year, the Leadership Team will be meeting monthly, and notes will be 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 eight 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. Site funding through Title 1 and Supplemental Intervention has been allocated to hire two Instructional Support Providers which will also target small group intervention in reading in order to support underperforming 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 Language Learners.

Educational Partner 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 with the proposed 2023-2024 school budget. Grade Level Teams discussed budget priorities. Grade Level Teams also had the opportunity to discuss and come up with new 2023-2024 academic goals. The Instructional Leader shared the SPSA along with the budget with SSC as well as the ELAC committee. The instructional Leader collected feedback from Grade Level Teams, SSC and ELAC in order to support all the strategies/activities as written in the SPSA. The proposed 2023-2024 school budget was aligned directly with the three goals as stated in the SPSA. The SPSA is a living document and will be shared continuously throughout the year with Educational Partners. Elm St. School will be reviewing the effectiveness of each action as detailed in the SPSA throughout the year using STAR 360 data, Panorama results, Progressing Monitoring results and Educational Partners feedback from our various parent groups.

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, and our Literacy Intervention Teacher has been pulled from providing small group intervention in order to provide coverage in the classrooms. OSD has provided an extensive opportunity to continue Professional Development opportunities in the afternoon once students have been released for the day.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.2%	0.20%	0%	1	1	0
Asian	%	%	0%			0
Filipino	0.6%	0.40%	0%	3	2	0
Hispanic/Latino	97.8%	97.81%	99.59%	521	492	480
Pacific Islander	0.2%	0.20%	0%	1	1	0
White	1.3%	1.39%	0.41%	7	7	2
Multiple/No Response	%	%	0%			0
			Total Enrollment	533	503	482

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	75	90
Grade 1	93	72	72
Grade 2	82	90	70
Grade3	93	84	82
Grade 4	90	93	75
Grade 5	103	89	93
Total Enrollment	533	503	482

Conclusions based on this data:

Elm St. School had a significant loss of enrollment. During the 2020-2021academic 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 503 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. Declining enrollment is impacting the entire state of California and this declining enrollment has definitely impacted Elm St. School.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	381	401	381	71.50%	79.7%	79.0%
Fluent English Proficient (FEP)	76	35	33	14.30%	7.0%	6.8%
Reclassified Fluent English Proficient (RFEP)	23			6.0%		

Conclusions based on this data:

Elm St. School has a significant amount of English Learners which is over 70% of the student population over the past three years, and it has increased from year to year. The number of Fluent English Proficient students has also declined over the past three years. The number of Reclassified students has increased over the last three years. During the 2022-2023 academic year, thirty students were Reclassified. This number increased by ten students from the previous year. The English Learner Enrollment data brings to the forefront how important English Language Development (ELD) is to first instruction. The majority of our students are classified English Learners and the goal is to Reclassify students in the third grade.

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	69	17	25%	14	20%	9	13%	29	42%	4	752
Grade 1	74	33	45%	18	24%	11	15%	12	16%	4	775
Grade 2	62	40	65%	15	24%	3	5%	4	6%	2	829

Conclusions based on this data:

During the 2022-2023 STAR 360 Early Literacy Assessment Window, Elm St. School increased a total of 16.8% over the course of the year. During the Fall Window, 8.2% of students were at and above benchmark. At the End of Year Window, 25% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 30 % lower within the at and above benchmark. The STAR 360 Early Literacy Spanish Assessment indicates that our students increased by 23.3% over the course of the year. During the Fall Window, 28.9% of students were at and above benchmark. At the End of Year Window, 52.2% of students were at and above benchmark. As compared to Oxnard District as a whole, we were 2.8% 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 of 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	98	45	46%	20	20%	24	24%	9	9%	1	884
Grade 3	68	32	47%	20	29%	11	16%	5	7%	1	935
Grade 4	72	34	47%	17	24%	15	21%	6	8%	1	969
Grade 5	91	35	38%	24	26%	24	26%	8	9%	2	1015

Conclusions based on this data:

During the 2022-2023 STAR 360 Reading Assessment Window, Elm St. School increased a total of 4.2% over the course of the year. During the Fall Window, 17.9% of students were at and above benchmark. At the End of Year Window, 22.1% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 17.9% lower within the at and above benchmark. The STAR 360 Reading Spanish Assessment indicates that our students increased by 12.2% during the course of the year. During the Fall Window, 38.8% of students were at and above benchmark. At the End of Year Window, 51%% of students were at and above benchmark. As compared to Oxnard District as a whole, we were 11% higher within the at and above benchmark.

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	74	26	35%	35	47%	12	16%	1	1%	2	828
Grade 2	75	42	56%	16	21%	15	20%	2	3%	1	887
Grade 3	75	38	51%	17	23%	17	23%	3	4%	1	936
Grade 4	73	43	59%	22	30%	7	10%	1	1%	1	954
Grade 5	100	60	60%	30	30%	8	8%	2	2%	1	1001

Conclusions based on this data:

During the 2022-2023 STAR 360 Math Window, Elm St. School increased a total of 12.6% over the course of the year. During the Fall Window, 29.1% of students were at and above benchmark. At the End of Year Window, 41.7% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 8.3% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		84			84			84			100.0	
Grade 4		95			95			95			100.0	
Grade 5		88			87			87			98.9	
All Grades		267			266			266			99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2355.			10.71			9.52			23.81			55.95	
Grade 4		2389.			3.16			11.58			15.79			69.47	
Grade 5		2440.			4.60			24.14			16.09			55.17	
All Grades	N/A	N/A	N/A		6.02			15.04			18.42			60.53	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33			48.81			42.86	
Grade 4		2.11			54.74			43.16	
Grade 5		12.64			52.87			34.48	
All Grades		7.52			52.26			40.23	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57			38.10			58.33	
Grade 4		1.05			33.68			65.26	
Grade 5		5.75			45.98			48.28	
All Grades		3.38			39.10			57.52	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.38			77.38			20.24	
Grade 4		3.16			81.05			15.79	
Grade 5		4.60			74.71			20.69	
All Grades		3.38			77.82			18.80	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33			60.71			30.95	
Grade 4		2.11			66.32			31.58	
Grade 5		4.60			63.22			32.18	
All Grades		4.89			63.53			31.58	

Conclusions based on this data:

The percentage of third grade students in the 2022-2023 academic year at the Met and Exceeded Standard are at 14% as compared to 20% of the third graders that were at the Met and Exceeded Standard in 2021-2022. This is a 6% drop from one year to the next. The percentage of fourth grade students in the 2022-2023 academic year at the Met and Exceeded Standard are at 11% as compared 15% of fourth graders that were at the Met and Exceeded Standard in 2021-202. This is a 4% drop from one year to the next. The percentage of fifth grade students in the 2022-2023 academic year at the Met and Exceeded Standard is at 28% as compared to 29% of fifth graders that were at the Met and Exceeded Standard in 2021-2022. This is a 1% drop from one year to the next. 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 2022-2023 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		84			84			84			100.0	
Grade 4		95			95			95			100.0	
Grade 5		88			87			87			98.9	
All Grades		267			266			266			99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.			3.57			11.90			21.43			63.10	
Grade 4		2386.			1.05			6.32			24.21			68.42	
Grade 5		2415.			2.30			6.90			17.24			73.56	
All Grades	N/A	N/A	N/A		2.26			8.27			21.05			68.42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.95			36.90			57.14	
Grade 4		2.11			25.26			72.63	
Grade 5		1.15			25.29			73.56	
All Grades		3.01			28.95			68.05	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.76			42.86			52.38	
Grade 4		4.21			31.58			64.21	
Grade 5		1.15			47.13			51.72	
All Grades		3.38			40.23			56.39	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14			61.90			30.95	
Grade 4		3.16			40.00			56.84	
Grade 5		3.45			43.68			52.87	
All Grades		4.51			48.12			47.37	

Conclusions based on this data:

The percentage of third grade students in the 2022-2023 academic year at the Met and Exceeded Standard are at 21% as compared to 16% of the third graders that were at the Met and Exceeded Standard in 2021-2022. This is a 5% increase from one year to the next. The percentage of fourth grade students in the 2022-2023 academic year at the Met and Exceeded Standard are at 12% as compared 7% of fourth graders that were at the Met and Exceeded Standard in 2021-202. This is a 5% increase from one year to the next. The percentage of fifth grade students in the 2022-2023 academic year at the Met and Exceeded Standard is at 7% as compared to 9% of fifth graders that were at the Met and Exceeded Standard in 2021-2022. This is a 2% drop from one year to the next. 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 2022-2023 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1409.0			1424.3			1373.3			41	0	
1	1421.8	*		1436.7	*		1406.4	*		45	*	
2	1450.7	1456.2		1454.2	1458.5		1446.9	1453.2		66	66	
3	1482.0	1482.0		1479.5	1480.6		1484.0	1482.9		80	65	
4	1502.2	1510.8		1504.2	1508.8		1499.8	1512.2		65	75	
5	1495.9	1526.2		1490.8	1522.8		1500.5	1529.1		46	57	
All Grades										343	266	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.50			37.50			47.50			12.50			40		
1	2.22	*		26.67	*		33.33	*		37.78	*		45	*	
2	4.55	4.76		39.39	36.51		37.88	34.92		18.18	23.81		66	63	
3	12.50	7.69		22.50	38.46		43.75	32.31		21.25	21.54		80	65	
4	10.94	20.00		43.75	38.67		32.81	33.33		12.50	8.00		64	75	
5	2.17	21.05		34.78	43.86		43.48	26.32		19.57	8.77		46	57	
All Grades	6.74	13.36		33.72	38.93		39.59	32.06		19.94	15.65		341	262	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00			47.50			30.00			17.50			40		
1	11.11	*		26.67	*		33.33	*		28.89	*		45	*	
2	16.67	19.05		31.82	33.33		37.88	33.33		13.64	14.29		66	63	
3	21.25	16.92		46.25	50.77		21.25	18.46		11.25	13.85		80	65	
4	25.00	32.00		46.88	45.33		21.88	17.33		6.25	5.33		64	75	
5	19.57	35.09		41.30	45.61		26.09	14.04		13.04	5.26		46	57	
All Grades	17.60	25.57		40.47	43.51		27.86	20.99		14.08	9.92		341	262	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.50			10.00			72.50			15.00			40		
1	0.00	*		22.22	*		28.89	*		48.89	*		45	*	
2	1.52	1.59		30.30	31.75		36.36	33.33		31.82	33.33		66	63	
3	3.75	3.08		23.75	21.54		40.00	47.69		32.50	27.69		80	65	
4	4.69	5.33		18.75	26.67		45.31	49.33		31.25	18.67		64	75	
5	2.17	7.02		6.52	28.07		56.52	45.61		34.78	19.30		46	57	
All Grades	2.64	4.20		19.94	26.72		44.87	44.27		32.55	24.81		341	262	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50			80.00			7.50			40		
1	24.44	*		62.22	*		13.33	*		45	*	
2	12.12	15.87		75.76	63.49		12.12	20.63		66	63	
3	23.75	24.62		58.75	63.08		17.50	12.31		80	65	
4	46.88	45.33		43.75	54.67		9.38	0.00		64	75	
5	15.22	22.81		63.04	71.93		21.74	5.26		46	57	
All Grades	23.46	27.86		62.76	62.21		13.78	9.92		341	262	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.82			58.97			28.21			39		
1	13.33	*		48.89	*		37.78	*		45	*	
2	19.70	25.81		62.12	59.68		18.18	14.52		66	62	
3	26.25	44.44		60.00	36.51		13.75	19.05		80	63	
4	34.38	36.00		57.81	53.33		7.81	10.67		64	75	
5	38.64	64.91		50.00	22.81		11.36	12.28		44	57	
All Grades	24.85	41.70		57.10	44.02		18.05	14.29		338	259	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			82.50			17.50			40		
1	4.44	*		53.33	*		42.22	*		45	*	
2	10.77	6.35		56.92	58.73		32.31	34.92		65	63	
3	6.25	1.54		55.00	47.69		38.75	50.77		80	65	
4	6.25	5.33		60.94	65.33		32.81	29.33		64	75	
5	6.52	15.79		52.17	56.14		41.30	28.07		46	57	
All Grades	6.18	6.87		59.12	57.25		34.71	35.88		340	262	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.82			71.79			15.38			39		
1	2.22	*		48.89	*		48.89	*		45	*	
2	3.03	12.70		62.12	55.56		34.85	31.75		66	63	
3	11.25	9.23		65.00	73.85		23.75	16.92		80	65	
4	4.69	18.67		70.31	70.67		25.00	10.67		64	75	
5	4.44	15.79		66.67	70.18		28.89	14.04		45	57	
All Grades	6.49	14.18		64.31	67.82		29.20	18.01		339	261	

Conclusions based on this data:

During the 2022-2023 academic year, 30 students were re-classified. Elm increased their number of re-classified students by 10 students as compared to the 2021-2022 academic year. Teachers continue to have a designated ELD block, which focuses on the four domains. It is crucial to teach students the skills needed in each of the four domains, so that they become English proficient. Each year English Learners take the ELPAC state exam to measure their level of English proficiency from year to year. It is the goal to reach a level of well developed overall in the four domains as well as meet all the criteria to be considered for Reclassification.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
503	**96.4**	**79.7**	**0.2**
Total Number of Students enrolled in Elm Street School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	401	79.7
Foster Youth	1	0.2
Homeless	42	8.3
Socioeconomically Disadvantaged	485	96.4
Students with Disabilities	63	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian		
Asian		
Filipino	2	0.4
Hispanic	492	97.8
Two or More Races		
Pacific Islander	1	0.2
White	7	1.4

Conclusions based on this data:

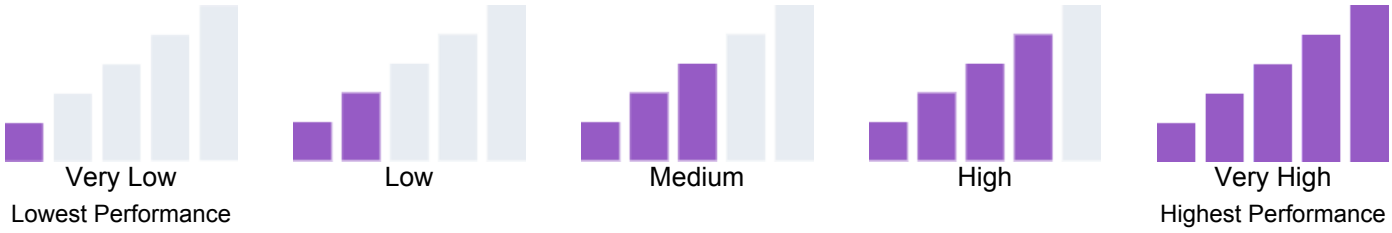
The majority of our students at Elm St. School are both Socioeconomically Disadvantaged and English Language Learners. With this knowledge, we have to be very mindful of the ELPAC scores and use this information to drive instruction during the designated English Language Development time. Teachers continue to have a designated ELD block, which focuses on the four domains. It is crucial to teach students the skills needed in each of the four domains, so that they become English proficient. Each year English Learners take the ELPAC state exam to measure their level of English proficiency from year to year. It is the goal to reach a level of well developed overall in the four domains as well as meet all the criteria to be considered for Reclassification.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of ELA for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The second category is being low and very low in the area of Mathematics for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The third category is being very high in the area of Chronic Absenteeism for student groups of English Learners, Socioeconomically Disadvantaged,

Students with Disabilities and Hispanic. We will be addressing the academic needs in ELA and Mathematics via First Instruction, Progress Monitoring and Intervention. Professional Learning Communities coupled with effective lesson planning with colleagues is also key to address the low and very low status in ELA and Mathematics. We will address the area of Absenteeism by providing more parent outreach and incentive programs. We feel the need of more consistent home visits to follow up with families and students to address chronic absenteeism will also be effective to address the very high status.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

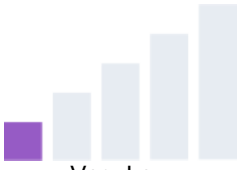
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
72.8 points below standard	71.7 points below standard	
259 Students	223 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
79.6 points below standard	74.4 points below standard	141.4 points below standard
23 Students	250 Students	36 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			 No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 71.9 points below standard 250 Students		 No Performance Level 1 Student	 No Performance Level 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.2 points below standard	26.8 points above standard	96.1 points below standard
191 Students	32 Students	28 Students

Conclusions based on this data:

Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of ELA for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. We will be addressing the academic needs in ELA an via First Instruction, Progress Monitoring and Intervention. Professional Learning Communities coupled effective lesson planning with colleagues is also key to address the very low status in ELA .

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

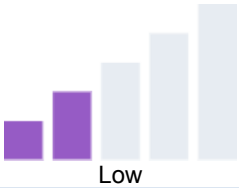
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
94.6 points below standard	94.6 points below standard	
259 Students	223 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
98.8 points below standard	95.9 points below standard	155.1 points below standard
23 Students	250 Students	36 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 93.3 points below standard 250 Students		No Performance Level 1 Student	No Performance Level 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.5 points below standard 191 Students	23.5 points below standard 32 Students	100.7 points below standard 28 Students

Conclusions based on this data:

Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of Mathematics for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. We will be addressing the academic needs in Mathematics via First Instruction, Progress Monitoring and Intervention. Professional Learning Communities coupled effective lesson planning with colleagues is also key to address the low and very low status in Mathematics.

School and Student Performance Data

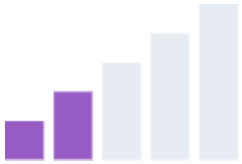
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

57.7 making progress towards English language proficiency

Number of EL Students: 234 Students

Performance Level: 2

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.

2022 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
9.8%	32.5%	0.4%	57.3%

Conclusions based on this data:

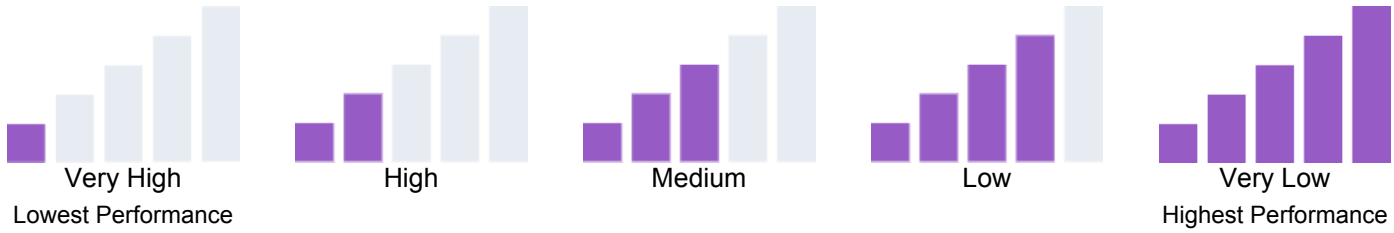
During the 2022-23 Academic year, 30 students were re-classified, and this is 10 more students that were re-classified as compared to the 2021-2022 Academic Year. Teachers continue to have a designated ELD block, which focuses on the four domains. Elm St. School student's are progressing from Level 1:Beginning Stage to Level 4:Well Developed at a moderate level. Teachers continue to have a designated ELD block, which focuses on the four domains. It is crucial to teach students the skills needed in each of the four domains, so that they become English proficient. Each year English Learners take the ELPAC state exam to measure their level of English proficiency from year to year. It is the goal to reach a level of well developed overall in the four domains as well as meet all the criteria to be considered for Reclassification.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

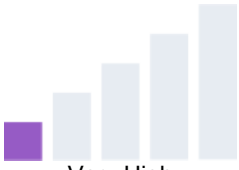


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	1	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
31.1% Chronically Absent	28.1% Chronically Absent	Less than 11 Students
508 Students	409 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
High	Very High	Very High
18.4% Chronically Absent	30.6% Chronically Absent	32.9% Chronically Absent
49 Students	490 Students	73 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 1 Student			No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 31.2% Chronically Absent 497 Students		No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 7 Students

Conclusions based on this data:

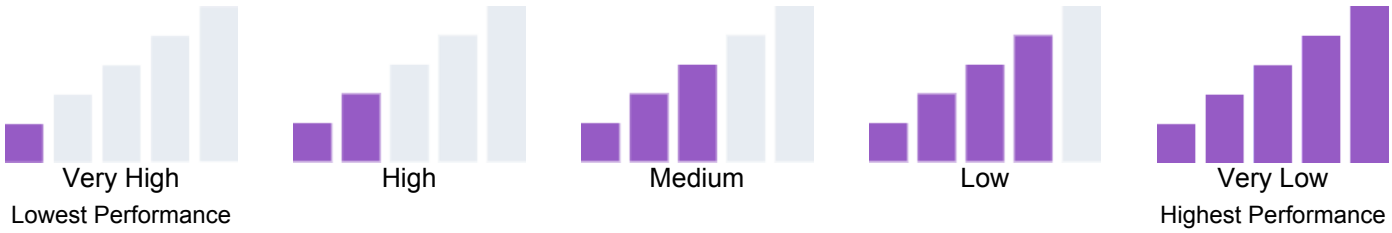
Elm Street School became eligible for ATSI due to three different categories. One category is being very high in the area of Chronic Absenteeism for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. We will address the area of Absenteeism by providing more parent outreach and incentive programs. We feel the need of more consistent home visits to follow up with families and students to address chronic absenteeism will also be effective to address the very high status.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.2% suspended at least one day	0.2% suspended at least one day	Less than 11 Students
523 Students	419 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
0% suspended at least one day	0.2% suspended at least one day	0% suspended at least one day
54 Students	504 Students	76 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 1 Student			No Performance Level Less than 11 Students 2 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low 0.2% suspended at least one day 512 Students		No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 7 Students

Conclusions based on this data:

Elm St. School's overall suspension rate is very low. Principal and School Counselor is continuing to implement the strategies of Restorative Justice in order to decrease the rate of suspension in all student groups especially the of students with disabilities. Principal has also been working with the Counselor and Classroom teachers to look at other alternatives to Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

All Students will reach high 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)	2021-2022 CAASPP Results by Grade Level: Grade 3 - 20% of students scored in the met/exceeded CAASPP score range 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. 2022-2023 CAASPP Results by Grade Level: Grade 3 -14 % 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 CAASPP/SBAC and 3-5% of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4 - 11% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 28% of students scored in the met/exceeded CAASPP score ranges Overall in grades 3rd-5th, 17.7% of students scored in the met/exceeded range on the CAASPP.	students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.
CAASPP Mathematics	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. 2022-2023 CAASPP Results by Grade Level: Grade 3 - 21% of students scored in the met/exceeded CAASPP score range Grade 4 -12% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 7% of students scored in the met/exceeded CAASPP score ranges Overall in grades 3rd-5th, 13.3% 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 2022-23 school year, 30 English Language Learners (ELL) met the ELPAC criteria and were reclassified.	
STAR Early Literacy	The percentage of students who scored At or Above in 2021-2022: Kindergarten: English - 56% & Spanish- 45% Grade 1: English- 17% & Spanish - 38% The percentage of students who scored At or Above in 2022-2023: Kindergarten: English -39 % & Spanish-49 % Grade 1: English- 17% & Spanish - 43%	Kindergarten : At the end of each trimester, students will increase 10% on their STAR 360 Early Literacy benchmark in English & Spanish. 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 2021-2022: Grade 2: English - 9% & Spanish 44% Grade 3: English - 15% & Spanish 52% Grade 4:.English 17% & Spanish 51% Grade 5: English -30% & Spanish 50% The percentage of students who scored At or Above in 2022-2023:	Grade 2: At the end of each trimester, 65% students will increase 5% on their STAR 360 Reading benchmark in English & 75% of students will increase 10% on their STAR 360 Reading benchmark in Spanish Grade 3: At the end of each trimester, students will increase 7% 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 -14 % & Spanish 56% Grade 3: English - 10% & Spanish 50% Grade 4:.English 20 % & Spanish 41% Grade 5: English -22% & Spanish 58%	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 2021-2022: Grade 1: English- 0% Grade 2: English - 13% Grade 3: English - 20% Grade 4:.English - 15% Grade 5: English - 14% The percentage of students who scored At or Above 2022-2023: Grade 1: English- 18% Grade 2: English -24 % Grade 3: English - 27% Grade 4:.English - 11% Grade 5: English -10 %	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, 75% 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. PLC time gives grade level teams the opportunity to review formative assessments and summative assessments in order to drive first instruction. 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 via the MTSS model 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. The Teachers in collaboration with the Principal have also implemented progress monitoring, and are using the Progress Monitoring 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 to gather more information about student progress. The data gives 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 l 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 and support teaching and learning. Oxnard School District also has hired a Transitional Kindergarten (TK) Teacher on Special Assignment (TOSA) to support the TK Teacher at Elm St. School. The district will also provide Kindergarten instructional support through the hiring of two Paraeducators to augment and support 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
500.00	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistant Extra Help
177.00	LCFF 3000-3999: Employee Benefits
	District Funded 1000-1999: Certificated Personnel Salaries Transitional Kindergarten TOSA

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.

Long Term English Learners 3rd, 4th & 5th graders which will include all the special population groups of English Learners that are within the following clarifications of Migrant, Special Education, SED, Foster , Homeless, African-American and GATE.

Strategy/Activity

Provide extra support for English language development during Winter Break for four days for a minimum of four 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)
6,000.00	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries
1,370.00	Title III 1000-1999: Certificated Personnel Salaries Benefits
6,405.00	Title III 4000-4999: Books And Supplies Supplies for Bootcamp
500.00	LCFF 2000-2999: Classified Personnel Salaries Custodial OT
177.00	LCFF 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.

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 which provides lessons to support student learning that is funded 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)
5,000.00	LCFF

	4000-4999: Books And Supplies Academic Incentives
	District Funded 5800: Professional/Consulting Services And Operating Expenditures AR contract
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn contract
	District Funded 5800: Professional/Consulting Services And Operating Expenditures 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/SLA/ELD curriculum, My Math mathematics curriculum in order support the CCSS for ELA/SLA/ ELD and mathematics. In grades Kindergarten through fifth grade the implementation of the Dual Language Immersion (DLI) Biliteracy Unit Frameworks (BUF) will be implemented with fidelity. 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)
8,884.00	LCFF 4000-4999: Books And Supplies Warehouse Charges
226.00	Title I 4000-4999: Books And Supplies Materials & Supplies
3,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

	Online Subscriptions, Licenses, Apps
5,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps
1,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Publications Recharges- Graphics
2,000.00	LCFF 4000-4999: Books And Supplies Computer Supplies and Software
4,996.00	LCFF 4000-4999: Books And Supplies Materials & 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.

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)
3,000.00	LCFF 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
177.00	Title I 2000-2999: Classified Personnel Salaries 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

District Technology Services Technician will maintain equipment and software to support student learning through technology. Elm's District Technology Services Technician provide Technology Training to families in the morning and late afternoon. The Technology Training empowered families on how to access completion of time on applications like 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)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: District Technology Services Technician

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Elm has two Instructional Support Providers (ISP) to provide small group reading intervention through 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)
23,814.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider
5,437.00	Title I 3000-3999: Employee Benefits Benefits
23,814.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries

	Certificated Salaries: Instructional Support Provider
5,437.00	LCFF - Intervention 3000-3999: Employee Benefits 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

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)
3,500.00	LCFF 4000-4999: Books And Supplies Academic 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

The STAR 360 Early Literacy, Reading, and Mathematics assessments will be administered at least 4 times a year to progress monitor students in order to modify instruction and to make 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

	5800: Professional/Consulting Services And Operating Expenditures Assessments

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 receiving Special Education services

Strategy/Activity

Special Education students are being served by two of our Resource Specialist Teachers, two 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 and group counseling support. Special Education students are also included in the MTSS process via Tier 1 and first instruction by being included in not only whole group instruction, but small group instruction 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 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.

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 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

iPads will be used to increase academics in Language Arts, Mathematics, Science, Social Studies and ELD by giving our students access to a variety of academic applications. The academic applications like ST Math and Lexia give students the opportunity to work at their instructional level to work on specific academic 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 1:1 initiative

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 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. 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 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

Library Media Technician to upkeep school library and promote reading to all students in TK-5th grade. In addition the Library Media Technician will ensure 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 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

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)
500.00	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
500.00	LCFF

	5000-5999: Services And Other Operating Expenditures Rentals, Releases & Repairs

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

Fieldtrips will be based on the Biliteracy Unit Frameworks in Transitional Kindergarten through fifth grade to build background knowledge prior to teaching the unit of study. Field 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 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)
3,000.00	LCFF 5700-5799: Transfers Of Direct Costs Fieldtrips: Transportation
2,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Entrance Fees for Fieldtrips
3,000.00	Title I 5700-5799: Transfers Of Direct Costs Fieldtrips: 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

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)
3,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation, Hotel & Food
7,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Dues & Membership Fees for Conference

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: DLI Program

Strategy/Activity

Provide specific DLI training and support for the DLI programs and biliteracy instructional materials implementation via Center for Teaching for Biliteracy. During the 2023-2024, the Oxnard School District has funded a DLI TOSA specifically for Elm St. School. The DLI TOSA will support the implementation of the BUFs and support fidelity to the 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 No additional cost
	District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA

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

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, DLI 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 via Professional Development in Environmental and Life Science & 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)
	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 DLI TOSA

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

Provide at minimum, 45 minutes of daily designated ELD for students within all ELPAC levels of Reading, Writing, Listening and Speaking which include high leverage practices to develop language development during 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)
	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.

All students: DLI Program

Strategy/Activity

Teaching for Biliteracy Institute will provide support for teachers on the implementation of Biliteracy Unit Frameworks (BUFS) and the implementation of biliteracy strategies via Professional Development though out the 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 5800: Professional/Consulting Services And Operating Expenditures Teaching for Biliteracy Institute Contract

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 that are interested will be given the opportunity to provide tutoring before or afterschool. The focus will be to provide support to students not mastering the focus skills taught in the classroom in the areas of ELA, SLA & 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)
12,000.00	Title I 1000-1999: Certificated Personnel Salaries Tutoring
2,740.00	Title I 3000-3999: Employee Benefits Benefits for Tutoring
1,000.00	LCFF 1000-1999: Certificated Personnel Salaries Tutoring
229.00	LCFF 3000-3999: Employee Benefits Benefits for Tutoring

Annual Review

SPSA Year Reviewed: 2022-23

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.

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. 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. The PLC meetings will focus on reviewing formative and summative assessments in order to make decisions on first instruction and next steps in the Progress Monitoring Process. The PLC meetings will be lead by the Principal and Teachers so that is a collaborative process in order to impact student achievement. During the 2023-24 academic year, two Instructional Support Providers will be hired to continue with Tier 2 intervention. We will also keep the new Oxnard EMPOWERS Strategic Plan which includes the 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 as well as the CAASPP 2022 data reflects the challenges Elm St. School has ahead, but the Teachers are committed to the challenge ahead. The data reflects that Elm St. School has made minimal academic growth from one year to the next and that we have to take a closer look at the instructional practices that are taking place from year to year. We need to ask ourselves, "Are the instructional practices I am currently

teaching impacting positive academic grown?" We need to take time to reflect on this question and analyze current instructional practices.

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 has implemented a feedback cycle to visiting classrooms to focus on School-Wide Goals, and the Instructional "Look Fors" in order to give immediate positive feedback. The 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	School Attendance rate was 93%	Work towards a minimum of 95% attendance rate.
Office Discipline Referals	Office Discipline Referral rates continue to be less than 1%	Continue to maintain 1% or lower office referrals

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 with a Special Focus on the following groups: English Learners and Socio-economically disadvantaged students These two student groups account for over 70% of Elm's student population

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. Attendance

will be a major focus due to ATSI status of Chronic Absenteeism. Attendance Technician and Outreach Consultant (ORC) will monitor student attendance. One action due to chronic absenteeism will be to implement a positive reinforcement by having the ORC meet with students weekly to do check ins. At the check ins, students will focus on their daily, weekly and monthly goals by tracking their attendance. Positive Reinforcement will be emphasized by providing daily, weekly and monthly incentives. A second action is to provide support to students and families that need extra support via our ORC and Counselor. A third action will be making home visits on a weekly basis to those families if a student is not making their daily, weekly and monthly attendance goals. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
2,000.00	Title III 2000-2999: Classified Personnel Salaries OT for Outreach Consultant
706.00	Title III 3000-3999: Employee Benefits 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

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)
1,000.00	LCFF 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. Hold Monthly Campus Assistant 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 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 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 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 promise students (at promise students are those students that have the potential to do better, but are struggling), 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)
500.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor
115.00	LCFF 1000-1999: Certificated Personnel Salaries Certificated Benefits
500.00	LCFF 2000-2999: Classified Personnel Salaries ORC
177.00	LCFF 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 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. One action is that the PBIS Committee will review the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom .Another action is that 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 each trimester 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

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 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

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
5,000.00	LCFF 2000-2999: Classified Personnel Salaries Monthly Meetings
1,765.00	LCFF

	2000-2999: Classified Personnel Salaries Classified Benefits
1,000.00	LCFF 2000-2999: Classified Personnel Salaries Playground Aides-Subs
353.00	

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

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 MTSS via 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 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 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 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

School Counselor will support teachers and students to complete Panorama Survey. Students will participate in the Panorama Survey (Transitional 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 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

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. One action is that Teachers will implement Community Circles at least once a week. 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)

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.

Fifth Grade Students

Strategy/Activity

School Counselor and ORC will advise the Student Leaders during an after-school club to promote and encourage leadership skills. The Student Leaders will also promote a positive school culture, and promote positive school activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ORC (see goal 2, action1)
	School Counselor (see goal 2, action 1)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The MTSS committee will meet monthly or as often as needed to address the needs of the students. The MTSS 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 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 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: 2022-23

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.

An extra emphasis has been put on the social emotional well being of our student population due to stressors inside and outside of the school. 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. 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. During the 2022-2023 Academic Year, a Wellness Center has been created in one of the classrooms at Elm St. School. The Wellness Center is a safe space for students to meet with the School Counselor. The School Counselor has implemented Drumming Circles to address the social emotional needs of the students that will continue during the 2023-2024 Academic 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.

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 Transitional 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 needs of our students based on the data collected from the Panorama Survey. During the 2022-2023 Academic Year, the Panorama Survey was modified to include Transitional Kindergarten. 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 and new Parent Square Communication System 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	2022-2023 Data: Parent participation in school sponsored events as based on sign-in sheets: Back to School Night 85% ELAC Meetings average attendance was 12 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 Anaheim Spring 2023. We would also like to invite families to the GATE 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)
16,000.00	Title III 5000-5999: Services And Other Operating Expenditures Hotel, Transportation & Food Expenditures
3,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Hotel, Transportation & 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 Parent/Guardian & Child classes for fifth grade students. 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)
500.00	LCFF 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 and new Parent Square Communication 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. Translation will include Spanish and Mixteco Interpretations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Classified salaries
500.00	LCFF 2000-2999: Classified Personnel Salaries Classified salaries
	District Funded 1000-1999: Certificated Personnel Salaries Mixteco Translator
353.00	LCFF 2000-2999: Classified Personnel Salaries Classified Benefits
177.00	LCFF 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/Babysitting 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 2000-2999: Classified Personnel Salaries Classified Salaries
353.00	LCFF 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)
2,500.00	LCFF

	1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
571.00	LCFF 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 MTSS/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)
2,500.00	LCFF 1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
571.00	LCFF 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 first 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 by giving families a personal invitation to attend Reclassification 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)
	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)
100.00	LCFF 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: 2022-23

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 2022-2023 academic year will continue during the 2023-2024 academic year to achieve the articulated goals with a few changes.

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 as an option to hold IEP, MTSS/SST Meetings and Parent Teacher Conference.

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	$191,124.00

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	$32,481.00

Subtotal of additional federal funds included for this school: $83,375.00

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 ($)
	$353.00
LCFF	$78,145.00
LCFF - Intervention	$29,251.00

Subtotal of state or local funds included for this school: $107,749.00

Total of federal, state, and/or local funds for this school: $191,124.00

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	32,481.00	0.00
LCFF	78,145.00	0.00
LCFF - Intervention	29,251.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	353.00
LCFF	78,145.00
LCFF - Intervention	29,251.00
Title I	50,894.00
Title III	32,481.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		353.00
1000-1999: Certificated Personnel Salaries	LCFF	7,934.00
2000-2999: Classified Personnel Salaries	LCFF	12,648.00
3000-3999: Employee Benefits	LCFF	583.00
4000-4999: Books And Supplies	LCFF	29,880.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	12,000.00

5900: Communications	LCFF	100.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	23,814.00
3000-3999: Employee Benefits	LCFF - Intervention	5,437.00
1000-1999: Certificated Personnel Salaries	Title I	35,814.00
2000-2999: Classified Personnel Salaries	Title I	677.00
3000-3999: Employee Benefits	Title I	8,177.00
4000-4999: Books And Supplies	Title I	226.00
5700-5799: Transfers Of Direct Costs	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,370.00
2000-2999: Classified Personnel Salaries	Title III	2,000.00
3000-3999: Employee Benefits	Title III	706.00
4000-4999: Books And Supplies	Title III	6,405.00
5000-5999: Services And Other Operating Expenditures	Title III	16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,883.00
Goal 2	16,116.00
Goal 3	29,125.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rosario V. Almanza	Principal
Erica Cahue, Vice President	Classroom Teacher
Praxedes Manriquez, Parliamentarian	Classroom Teacher
Ivette Zendejas	Classroom Teacher
Perla Macias, Secretary	Other School Staff
Bertha Martinez	Parent or Community Member
Mirna Rojas, President	Parent or Community Member
Alberto Martinez	Parent or Community Member
Maria Alvarez	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 May 22, 2023.

Attested:

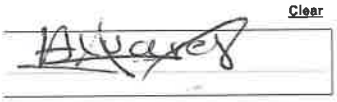
Principal, Rosario V. Almanza on May 22, 2023
SSC Chairperson, Mirna Rojas on May 22, 2023

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:

SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

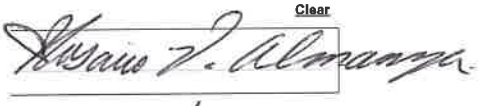
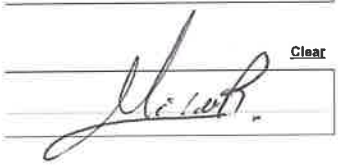
Signature	Committee or Advisory Group Name
Clear	☑ School Site Council
Clear 	☑ English Learner Advisory Committee

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 l cational agency plan.

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.

SPSA was adopted by the SSC at a public meeting on May 22, 2023 .

sted:

Clear 	Principal, Rosario V. Almanza on May 22, 2023
Clear 	SSC Chairperson, Mima Rojas on May 22, 2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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 5, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement

R.J. Frank Academy is in ATSI status as we have one or more student groups that, for two consecutive years, met the criteria applied to determine at least the lowest performing 5 percent of Title I funded schools. For Frank, the low indicators include ELA, Math, and Suspension Rate for various student groups: homeless and students with disabilities.

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 self-confident, empowered multilingual global citizens that are focused on their future and can identify their potential as an individual and community member. 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 ignite students' passions for learning and empower them to achieve brilliance. Our focus for this to transform our classroom and school expectations, relationships, and practices to more fully align with our values and our student profile. We will look to embrace high-leverage services and instructional practices through: Common Core Standards; best first-instruction; use of technology; differentiated instruction; social, emotional and behavior support; and community engagement to develop a deep understanding of meaning and application to learning. 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 and focuses on the key characteristics or traits of a successful student as identified in our student profile to improve outcomes for our students. For the 2023-2024 school year, RJ Frank has been identified for Additional Targeted Support and Improvement (ATSI) for specific student groups: homeless and students with disabilities. Our focus combined with the aforementioned above is to embrace those pedagogical practices and evidence-based strategies to support these identified groups in the areas of English Language Arts and Mathematics.

While academic excellence is our focus, we also encourage and teach character education and leadership in a safe and affirming environment. We recognize that this is essential to our diverse students full affective, academic/cognitive, linguistic, social-emotional, and creative development. 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, outreach specialist, and mainly our Wellness Center that we opened up and embraced this past school year. 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, Open House in the Spring, 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.

Classroom observations were conducted throughout the year both formally and informally. Administrators would work in two-week cycles to visit a specific set of classrooms and/or content areas/grade levels. Based on classroom observations, the needs of EL Learners and Math instruction should continue to be a focus for this school year. In Math, observations highlighted the need for higher levels of depth of knowledge, critical thinking, and activities/practice that resembles both CAASPP tests and the state standards. More collaboration and intentional planning are required so the instruction matches the standards. One finding includes the need to have more informal checks for understanding and evaluation of student learning. 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 assessment data to refine best first instruction and find new efficiencies in the curriculum that are critical to drive instruction. For English Learners, 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 and provide scaffolded support to 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)

Local and school assessments indicate the need is still there to improve instruction in the areas of ELA and Math, specifically with English Learners and Special Education. English Learners and Students with Special Needs are our lowest performers on local and state tests. Along with CAASPP, other state and local assessments utilized to modify and improve instruction include Star for both Reading and Math as well as IABs, Writing Prompts, and, at a site-level, Common Formative Assessments (CFAs) within departments. Star data is used to determine reading levels and math proficiency, and monitor student progress, strategic grouping, and differentiation by the teacher. Data from Star and site-level CFAs show a greater need to unpack standards and ensure assessments and lessons align with state standards. Data from both Star and CAASPP is consistently utilized within departments to understanding student mastery of given standards and what concepts require re-teaching in class.

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 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. The school also will utilize Desmos and OpenSource for math this year. 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. This year, adminstrators are meeting frequently with teachers to hold academic progress monitoring meetings to discuss assessments and the impact on student learning. 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 and map out time in collaboration (on Wednesdays) 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. 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 assessments, Depth of Knowledge, SEL, 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. Scaffolds or differentiated instruction is utilized to provide access to all at their current levels of need. 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, Accelerated Reader (AR), and Star 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)

Educational Partners 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, especially with the ELPAC test. 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. These funds are utilized to supplemental the regular instructional program that we have on site and provide more resources and opportunities to our students. Categorical funds are also utilized to provide tutors to our AVID classes (Title I) and our AVID Excel class for English Learners (Title III). 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.

Educational Partner 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, 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 school year and presented a plan in June for the following school year (2023-2024). 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, 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. Educational partners felt that incentives and awards to connect students to the school and learning were a vital step.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There was a dispartiy in staffing and how the time was able to be allocated. With an additional administrator, the desire was to focus more in the classrom on first instruction, but due to meetings, discipline, and office needs, this did not happen as often as needed. A shortage of substitutes improved from the previous year, but still 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. The CA dashboard indicator shows a need to improve with chronic absenteeism and suspension rate for students that are Homeless, English Learners, and Students with Disabilities. This year, we have a dedicated administrator to oversee attendance, hold frequent meetings with our attendance team, and the Special Education department discussed group social lessons and ways to connect in the classroom to improve a sense of belonging and reduce the number of absences in the classroom. For suspension rates, we are going to continue with our SEL lessons to begin the school year with everyone and start social groups specifically focused on peer contact and fighting as physical violence is the number one reason students are suspended from school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	0.27%	0.29%	5	3	3
Asian	2.3%	1.91%	1.25%	27	21	13
Filipino	1.2%	1.18%	1.82%	14	13	19
Hispanic/Latino	94.2%	94.56%	93.1%	1,112	1042	972
Pacific Islander	%	%	0.1%			1
White	1.4%	1.63%	3.07%	16	18	32
Multiple/No Response	0.6%	0.45%	0.38%	7	5	4
			Total Enrollment	1,181	1102	1044

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		Engineering	Engineering
Grade 6	374		
Grade 7	401	343	334
Grade 8	406	362	355
Total Enrollment	1,181		

Conclusions based on this data:

Frank's enrollment and demographics remain largely unchanged from previous years. Our school's population is about 94% Hispanic/Latino. Though our enrollment has steadily declined since 2018-2019, our overall student population from 22-23 to now, has remained steady. Due to the high percentage of students that are Hispanic/Latino, it is important that we utilized practices described in our purpose, which is to focus on culturally-responsive teaching practices and look to provide equity and close opportunity gaps for our student population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	372	331	328	31.50%	#DIV/0!	31.4%
Fluent English Proficient (FEP)	540	513	459	45.70%	#DIV/0!	44.0%
Reclassified Fluent English Proficient (RFEP)	44			11.8%		

Conclusions based on this data:

The number of English Learners continues to be around 25% of our student population. 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 over 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 works closely with their teachers to acquire language skills necessary to access the curriculum. In 2022-2023, 70 students met the criteria to reclassify based on previous scores from those that were able to be tested in the 2020-2021 school year. 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 continue 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 LTELs need support and focus in, in all classrooms. Classroom data 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.

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:

N/A

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	296	141	48%	76	26%	65	22%	14	5%	1	996
Grade 7	88	75	85%	6	7%	6	7%	1	1%	1	900
Grade 8	154	109	71%	24	16%	16	10%	5	3%	1	968

Conclusions based on this data:

Reviewing the Star Spring data shows various inequities and areas to highlight. Overall, our percentages for meeting the standards in ELA are 29% for 6th grade, 31% for 7th grade, and 29% for 8th Grade. Most of the grades remained fairly similar with percentages from the Fall to the Spring windows in the 2022-2023 school year, which means there were not high areas of growth overall and we are behind in the goals and outcomes we want for our students according to our school goals from last year. The larger concern is regarding our English Learner, Homeless, and Students with Disabilities student populations, similar to CAASPP data, are all significantly in the below average category for STAR and make up a large majority of our Level 1 and Level 2 students (below benchmark), This shows that there are significant gaps in what our students are able to comprehend. For the 2023-2024 school year, a concerted effort needs to be made to have data chats with students, consistent formative evaluations of their learning, and a larger emphasis placed on writing and higher order thinking questions with reading comprehension. Comparison of Star data throughout the school year and utilizing the instructional planning student report and state standards mastery report will help to identify areas of growth for our students.

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	106	81	76%	18	17%	6	6%	1	1%	1	969
Grade 7	43	41	95%	2	5%	0	0%	0	0%	1	909
Grade 8	233	152	65%	34	15%	25	11%	22	9%	1	1042

Conclusions based on this data:

Reviewing the Star Spring data shows various inequities and areas to highlight, similar to ELA, but with greater urgency in the area of Math. Overall, our percentages for meeting the standards in Math, according to Star, are 16% for 6th grade, 12% for 7th grade, and 15% for 8th Grade. 7th and 8th grade saw small increments of growth from Fall to the Spring windows in the 2022-2023 school year, while 6th grade saw a slight dip in the overall percentage that is at or above benchmark. Frank was still behind in our goals and outcomes we set from last year. Our student groups identified in ATSI, including Students with Disabilities and Homeless, are a concern as they are both significantly in the below average category for Star and make up a large majority of our Level 1 and Level 2 students (below benchmark). This shows that there are significant gaps in what our students are able to comprehend. For the 2023-2024 school year, our Math team, led by 6th grade, plan to follow the pacing guide in Desmos to help teach grade-level standards. The school will utilize IAB's for Common Formative Assessments (CFAs) because they will have the sufficient rigor and match the content found on the Star test. Comparison of Star data throughout the school year and utilizing the instructional planning student report and state standards mastery report will help to identify areas of growth for our students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		351			334			333			95.2	
Grade 7		359			344			344			95.8	
Grade 8		386			383			382			99.2	
All Grades		1096			1061			1059			96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2477.			6.91			23.12			27.03			42.94	
Grade 7		2490.			7.56			21.22			26.45			44.77	
Grade 8		2505.			6.28			26.18			25.65			41.88	
All Grades	N/A	N/A	N/A		6.89			23.61			26.35			43.15	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.51			50.45			42.04	
Grade 7		7.60			56.14			36.26	
Grade 8		9.71			53.54			36.75	
All Grades		8.33			53.41			38.26	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.31			50.75			42.94	
Grade 7		13.16			45.03			41.81	
Grade 8		8.66			46.19			45.14	
All Grades		9.38			47.25			43.37	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.61			70.27			20.12	
Grade 7		4.36			69.19			26.45	
Grade 8		8.12			68.06			23.82	
All Grades		7.37			69.12			23.51	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.81			59.76			26.43	
Grade 7		12.50			58.43			29.07	
Grade 8		13.09			69.11			17.80	
All Grades		13.13			62.70			24.17	

Conclusions based on this data:

CAASPP scores from 2022-2023 were utilized and compared to the scores from 2021-2022 school year. For the 2022-2023 school year, our test scores for our 6th grade students showed that 37% of the students met or exceeded the standards. That was a 7% increase from the 21-22 school year, but fell short of our goal of 43% that met or exceeded. 36% of our 7th grade students met or exceeded the standards. This was a 7% increase from the 21-22 school year and fell short of our goal of 41% in the met or exceeded category. 28% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 4% decrease from the 21-22 school year and fell short of our intended goal of 42% 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. This shows that we need to ensure that our departments meet regularly about student performance, 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, utilizes the achievement level descriptors, and helps the students to understand what they need to know and how to show it. Common formative assessment should mirror questions that appear on CAASPP and be provided more regularly so teachers can assess student learning 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		351			334			334			95.2	
Grade 7		359			342			342			95.3	
Grade 8		386			383			381			99.2	
All Grades		1096			1059			1057			96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2454.			3.59			11.08			32.93			52.40	
Grade 7		2441.			2.63			7.31			21.93			68.13	
Grade 8		2465.			3.67			10.50			21.26			64.57	
All Grades	N/A	N/A	N/A		3.31			9.65			25.17			61.87	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.50			41.32			57.19	
Grade 7		3.22			32.46			64.33	
Grade 8		4.20			40.68			55.12	
All Grades		3.03			38.22			58.75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.59			48.20			48.20	
Grade 7		2.05			49.71			48.25	
Grade 8		5.51			46.98			47.51	
All Grades		3.78			48.25			47.97	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.39			58.98			35.63	
Grade 7		2.92			54.09			42.98	
Grade 8		3.94			52.76			43.31	
All Grades		4.07			55.16			40.78	

Conclusions based on this data:

CAASPP scores from the 2022-2023 were utilized and compared to the last year the CAASPP test in 2021-2022. For the 2022-2023 school year, our test scores for our 6th grade students showed that 18% of the students met or exceeded the standards. That was a 3% increase from the 21-22 school year. It fell short of our goal of 30% that met or exceeded the standards. 13% of our 7th grade students met or exceeded the standards. This was a 3% increase from the 21-22 school year, but fell short of our goal of 22% in the met or exceeded category. 9% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 5% decrease from the 21-22 school year and short of our intended goal of 21% of our students in the met or exceeded standard category. This was our largest decrease in test scores. Math is the greatest area of concern according to the data. Student performance did not increase at the rate needed to support our students and this trend has occurred for multiple years now. 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 and utilized mathematical practices in the classroom. Based on the results of CAASPP though, there is still a greater need to provide increase the level of the depth of knowledge that is required for each task and to ensure that the Common Formative Assessments (CFA) match the CAASPP test, such as utilizing IABs for CFAs. Teachers need more time to work on student-centered lessons 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. Small group instruction is needed to address the key subgroups that have continually underperformed on CAASPP including English Learners, Students with Disabilities, and Homeless students.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1492.1	1501.0		1482.0	1486.3		1501.6	1515.2		126	110	
7	1493.9	1512.5		1480.7	1495.5		1506.6	1529.1		111	120	
8	1507.0	1518.2		1498.6	1503.6		1514.9	1532.4		114	108	
All Grades										351	338	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.88	13.64		30.89	34.55		35.77	21.82		28.46	30.00		123	110	
7	8.41	10.08		22.43	36.97		29.91	28.57		39.25	24.37		107	119	
8	11.61	8.33		23.21	37.04		26.79	25.00		38.39	29.63		112	108	
All Grades	8.19	10.68		25.73	36.20		30.99	25.22		35.09	27.89		342	337	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.70	28.18		31.71	34.55		27.64	8.18		21.95	29.09		123	110	
7	15.89	13.45		29.91	46.22		19.63	15.13		34.58	25.21		107	119	
8	18.75	15.74		32.14	41.67		16.07	14.81		33.04	27.78		112	108	
All Grades	17.84	18.99		31.29	40.95		21.35	12.76		29.53	27.30		342	337	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	3.25	4.55		13.01	20.91		33.33	40.91		50.41	33.64		123	110	
7	2.80	11.76		14.02	15.97		36.45	38.66		46.73	33.61		107	119	
8	7.14	6.48		14.29	25.00		31.25	36.11		47.32	32.41		112	108	
All Grades	4.39	7.72		13.74	20.47		33.63	38.58		48.25	33.23		342	337	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.94	9.09		54.47	60.00		36.59	30.91		123	110	
7	10.48	5.04		49.52	64.71		40.00	30.25		105	119	
8	14.41	9.26		46.85	63.89		38.74	26.85		111	108	
All Grades	11.21	7.72		50.44	62.91		38.35	29.38		339	337	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	40.34	44.44		37.82	28.70		21.85	26.85		119	108	
7	32.38	42.24		35.24	35.34		32.38	22.41		105	116	
8	41.82	33.96		26.36	36.79		31.82	29.25		110	106	
All Grades	38.32	40.30		33.23	33.64		28.44	26.06		334	330	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.07	7.27		24.39	31.82		71.54	60.91		123	110	
7	5.61	13.45		26.17	36.13		68.22	50.42		107	119	
8	16.96	13.89		14.29	31.48		68.75	54.63		112	108	
All Grades	8.77	11.57		21.64	33.23		69.59	55.19		342	337	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.07	11.82		80.49	66.36		15.45	21.82		123	110	
7	3.77	9.24		66.98	78.15		29.25	12.61		106	119	
8	0.90	1.85		67.57	78.70		31.53	19.44		111	108	
All Grades	2.94	7.72		72.06	74.48		25.00	17.80		340	337	

Conclusions based on this data:

For English Learners, we increased our student reclassification percentage by almost 100% from the previous year (36 students vs 71 students this year). Our school's emphasis on English Learners and language development allowed for more intentional focus and growth with our students. Our ELPAC Bootcamp and focus on English Learner strategies in and outside the classroom made a big difference. The number of English Learners is around 25% of our student population, this includes our Newcomer Academy, who are all identified as English Learners. Being that our Newcomer Academy is a unique program that focuses on learning basic English skills and helps students transition to our school system, the way in which they receive all services may not look exactly the same

as other students as there is a large component to support foundational language acquisition skills. If the Newcomer Academy is not included in identified English Learners found with the General Education setting, about 23% of our students are English Learners. This is a decrease by about 5% for this school year versus the 2021-2022 school year, which is a big improvement. 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 over 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 continue 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. This year we will continue with student data chats about their ELPAC scores, specific domains, and identify their areas of needs based on that. Complex text comprehension, engaging in conversations with peers, and justifying an opinion through writing are areas that LTELs need support and focus in, in all classrooms. Classroom data 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 texts, 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 and the results were very promising. Students received specific and intentional support according to their level and over 56 students scored a 4 on the ELPAC. By leveling the students and utilizing ELPAC data we will continue to 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. Our AVID Excel students continue to show significant growth moving up levels and meeting proficiency. standards on the ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,102	**82.9**	**30.0**	**0.1**
Total Number of Students enrolled in Robert J. Frank Academy of Marine Science and Engineering.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	331	30.0
Foster Youth	1	0.1
Homeless	113	10.3
Socioeconomically Disadvantaged	914	82.9
Students with Disabilities	190	17.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.3
American Indian		
Asian	21	1.9
Filipino	13	1.2
Hispanic	1,042	94.6
Two or More Races	5	0.5
Pacific Islander		
White	18	1.6

Conclusions based on this data:

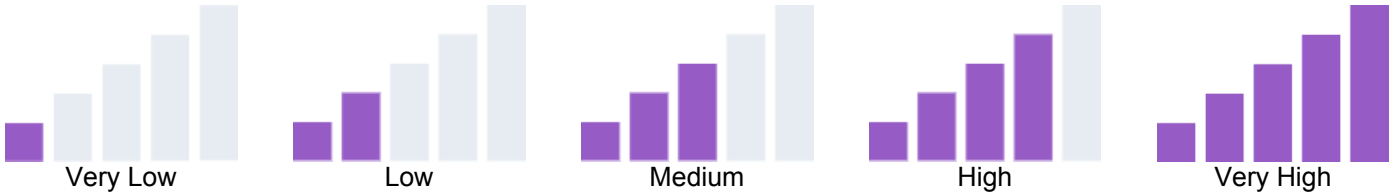
Overall our enrollment has stayed consistent in the amount of students, minority percentage, EL percentage and SES percentage, though our EL percentage has decreased this school year due to the focus and work put in with the ELPAC and ELD classes in 2021-2022. We are the largest middle school in our district. Our minority percentage, SES, SPED and EL learner percentage are all above the state average. Homeless Students and Students with Disabilities are grousp we will focuse on for next year as they are student groups that need more care and attention to meet their needs and help them achieve both academic and school success.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: High		

Conclusions based on this data:

Math, ELA and Suspension rates are areas of concern. For English Learners, the biggest area of concern is with suspension rate as we were at 12.3% and in the very high category. A positive is we did have significant growth for English Learner Progress though in 2020-2021 and we already know we will for significant growth appear on the Dashboard for 2021-2022 as it has been an area of focus. So academically with their EL progress, they made growth. We still need to support them more academically and with behavior. For Homeless and Students with Disabilities, the

data is concerning as the students are in the very low category for ELA and Math and the Distance from Met is significant. For example, in Math, our Homeless students are -161 points below the distance from met. In order to show growth in the Dashboard, as these are areas identified as part of our ATSI program, we need the students to improve by at least 65 points next year (-95 below the average). For Students with Disabilities in Math, we need to improve by at least 87 points. A greater emphasis is needed to focus on specific standards and learning gaps the students struggle with so they can begin to see success in Math. In ELA, we recognize that we need more writing in the classroom and the specific domains showed that as an area of need along with listening skills as our Homeless student group was 43 points below the average and our students with disabilities was 64 points below the average.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
54.8 points below standard	83.4 points below standard	2 Students
1039 Students	630 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
113.3 points below standard	61.3 points below standard	133.9 points below standard
100 Students	925 Students	187 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 26.0 points below standard 20 Students	No Performance Level 15.7 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 56.7 points below standard 982 Students	No Performance Level 5 Students		No Performance Level 22.0 points below standard 17 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
122.5 points below standard 281 Students	52.0 points below standard 349 Students	26.1 points below standard 248 Students

Conclusions based on this data:

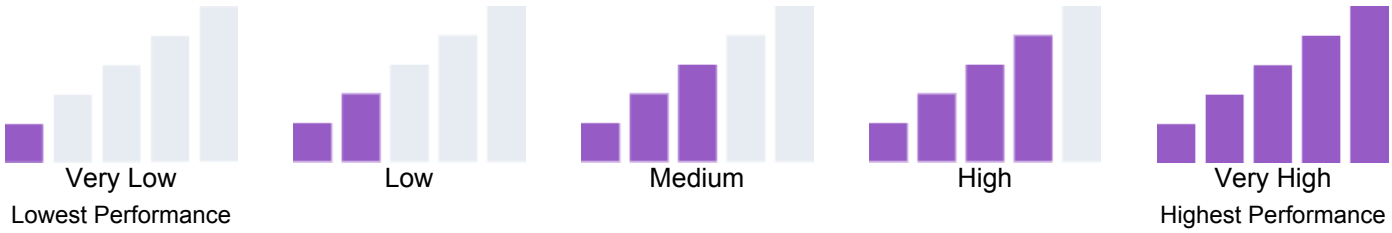
Reviewing the data shows various inequities and areas to highlight. Overall, our percentages for meeting the standards in ELA are 37% for 6th grade, 36% for 7th grade, and 28% for 8th Grade. Most of the grades were an improvement from the 2021-2022 school year, but still are behind in what our goals and outcomes we want for our students. The larger concern is regarding our English Learner, Homeless, and Students with Disabilities student populations as they were all in the very low category and the Distance from Standard is significant. Our English Learners were -83.4 points away, but our Homeless and Students with Disabilities student groups were both over -110+ away from the standard. This shows that there is significant gaps in the standards and what our students are able to comprehend. For the 2022-2023 school year, a concerted effort needs to be made to have data chats with students, consistent formative evaluations of their learning, and a larger emphasis placed on writing and higher order thinking questions with reading comprehension. Many of the evidence-based strategies that we need to implement need to produce results and increase impact will be centered and monitored via the PDSA cycle which involves planning, doing, studying, and acting which will help identify which evidenced-based instructional practices are working with our students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

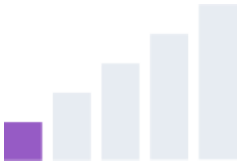
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
112.2 points below standard	133.7 points below standard	2 Students
1035 Students	627 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
160.8 points below standard	119.0 points below standard	182.2 points below standard
103 Students	921 Students	184 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 40.3 points below standard 19 Students	No Performance Level 45.4 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 115.1 points below standard 979 Students	No Performance Level 5 Students		No Performance Level 83.4 points below standard 17 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
165.3 points below standard 285 Students	109.4 points below standard 347 Students	91.2 points below standard 247 Students

Conclusions based on this data:

Similar to English Language Art, our Math results need to improve. Overall, our percentages for meeting the standards in Math are 18% for 6th grade, 13% for 7th grade, and 9% for 8th Grade. There were small improvements from the 2021-2022 school year in 6th and 7th grade, but 8th grade, similar to ELA, fell this past year. All of our student groups, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Student with Disabilities were in the very low category for the CA Dashboard and all over -110 away from the standard. This indicates there needs to be a robust effort and focus on math. Our students are not where they should be. Being that there is significant work to be done, Frank wants to focus on evidence-based interventions that produce results. These include examining middle school math pathways and instructional practices, coming up with a way to produce intervention in the classroom via small groups or intervention groups after school. Use of the Interim Assessment Block (IABs) throughout the school year and as forms of common formative assessment to provide data on student learning and outcomes will be pursued. Finally, our pacing guide will be updated to allow for specific days of intervention, re-teaching, and ensure all standards are being taught in sequence to help the students perform better on state standards exams.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

57 making progress towards English language proficiency

Number of EL Students: 279 Students

Performance Level: 4

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.

2022 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
11.1%	31.9%	0.7%	56.3%

Conclusions based on this data:

Our Newcomers, which is a specialized program we have at Frank that houses students that have recently arrived to the United States or have been in the country for less than two years, make up approximately 24% of our EL population and generally test into Level 1 of ELPAC. Since most have recently arrived in the United States and their English is limited, the needs of their program differ from the rest of our English Learner population. Overall our English Learner progress is high. Excluding the incoming 6th graders for the 2023-2024 school year, we have about 53 students that scored a 4 on the ELPAC and most met the standards for reclassification in the 2022-2023 school year. Not including the Newcomer Academy, only 9% of our ELs are still at a level 1. 80 students or 62% of our students made significant progress lass year and scored at the level 3 level for the ELPAC. This was accomplished through intentional planning with class structure, small groups, intentional focus and planning with the specific domains that they struggled with the past year. Multiple data chats throughout the year with the students to check progress, identify areas of need, and highlighting the importance of both the test and student outcomes occurred in English Language Development classes.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

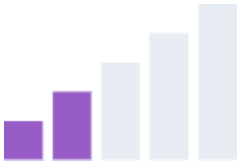
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	3	2	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
10.3% Chronically Absent	7.9% Chronically Absent	Less than 11 Students
1146 Students	390 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	High	High
8.9% Chronically Absent	10.1% Chronically Absent	19.8% Chronically Absent
135 Students	1026 Students	207 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students		No Performance Level 9.5% Chronically Absent 21 Students	No Performance Level 15.4% Chronically Absent 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 10.1% Chronically Absent 1086 Students	No Performance Level Less than 11 Students 5 Students		No Performance Level 22.2% Chronically Absent 18 Students

Conclusions based on this data:

Attendance was a major concern from last year and still continues to be as chronic absenteeism, especially with specific student groups such as Students with Disabilities, is an area of concern. Our Wellness Center made a positive difference this past year as we were able to create a strong sense of belonging and give the students a safe space to connect with peers. Groups run by our counselors were a success and we were able to identify areas of need such as attendance, social skills, anxiety and stress, and find ways to support students on how to adjust and cope. The data from 2021-2022 reflected the need to provide social-emotional support for students to feel safe at school. We did well in accomplishing this part of our plan, but chronic absenteeism was still an issue. Specifically, we noted we need to get parents more involved in the process earlier and be informed about what is considered excessive absences and do more home visits and 1:1 phone calls with parents to find out about any potential health concerns or barriers that are keeping the students from attending school. Foster Youth, Homeless and Students with Disabilities are our biggest areas of focus for this school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
3	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
11.4% suspended at least one day	12.3% suspended at least one day	Less than 11 Students
1171 Students	397 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	Very High
16.8% suspended at least one day	11.7% suspended at least one day	16% suspended at least one day
137 Students	1046 Students	212 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 4 Students		No Performance Level 0% suspended at least one day 21 Students	No Performance Level 23.1% suspended at least one day 13 Students

Hispanic	Two or More Races	Pacific Islander	White
High 11.6% suspended at least one day 1109 Students	No Performance Level Less than 11 Students 5 Students		No Performance Level 5.3% suspended at least one day 19 Students

Conclusions based on this data:

Discipline issues, specifically suspension, were a major concern from last year and stayed roughly consistent with the 2021-2022 school data. The number of students suspended overall remains roughly unchanged at 11-12%. Specific student groups were in the very high category and require additional, targeted support for this school year. English Learners, Homeless, and Students with Disabilities were suspended at a higher rate than Hispanic, lower socioeconomic, and non-Hispanic student groups. One of our highest percentages was Students with Disabilities. This year we plan to push into classrooms more to do targeted social skills lessons and implement more positive behavior reward systems in the classroom so students can properly react to various social situations on campus. The large majority of our suspensions were caused by physical harm, in the form of fighting. This year we want to start social groups with students that were suspended in the 2022-2023 school year so we can identify and address any lingering concerns and help them find more positive ways to react to peers and improve peer relationships.

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 2022-2023 6th grade students: 37% 7th grade students: 36% 8th grade students: 28%	CAASPP ELA The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 10%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 11%. The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 14%.
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 2022-2023 6th grade students: 18% 7th grade students: 13% 8th grade students: 9%	Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 12%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 12%. The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 16%.
Star Reading	The percentage of students who scored At or Above on the Spring 2023 Benchmark: 6th grade students: 29% 7th grade students: 31% 8th grade students: 28%	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 in Spring 2024 will increase by: 6th grade students: 18% 7th grade students: 17% 8th grade students: 18%
Star Math	The percentage of students who scored At or Above on the Spring 2023 Benchmark: 6th grade students: 16% 7th grade students: 13% 8th grade students: 15%	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 in Spring 2024 will increase by: 6th grade students: 17% 7th grade students: 15% 8th grade students: 10%
ELPAC/Reclassification	71 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	Title I 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 students

Strategy/Activity

Extra time for counselors to support students for Academics 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 1000-1999: Certificated Personnel Salaries Counselor Salaries
8000	Title I 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 and during 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
14482	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention
7602	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, 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 contracts (Renaissance, 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, 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 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 curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies and 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)

2479	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - ELD Collaboration on English 3D training
2500	LCFF 4000-4999: Books And Supplies 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

Strategy/Activity

Star 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 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 and the 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)
1010	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
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters - Teacher Professional Development
2000	Title I 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 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)
20119	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants - Extra Help - AVID - Tutors
1500	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	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - AVID Site Coordinator

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)
2000	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 and After School Club Dues
2500	LCFF 4000-4999: Books And Supplies Materials and Supplies - Clubs
2500	Title I 4000-4999: Books And Supplies Equipment - Robotics

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)
1700	Title III 2000-2999: Classified Personnel Salaries Instructional Assistants - Extra Help - AVID Excel - Tutors

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 TOSAs
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - 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)
5000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements - laminator, duplo, copy machines
9500	LCFF 4000-4999: Books And Supplies Materials and Supplies
2500	LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics
2000	Title III 4000-4999: Books And Supplies

	Materials and Supplies
26500	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. Attend California League of Educators Conference for Middle 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)
2500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help
	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist
2000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Travel and Conferences - CA League of Educators Conference

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)
7000	LCFF 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)
4500	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 - 2 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

Strategy/Activity

After school Academic Bootcamp in preparation for ELPAC testing

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Teachers Extra Help - Academic support hours and practice for ELPAC (6 sessions)
	Title III 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips - Academic Bootcamp for ELD

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.

Special Education and Homeless

Strategy/Activity

Students will receive SEL lessons on behavior, attendance, and social skills to create a strong sense of belonging and support improvement in academics and behavior 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)
	District Funded Counselors and ORC - Frank Healthy Start Team

Annual Review

SPSA Year Reviewed: 2022-23

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 this past year's data, 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 2022-2023 CAASPP shows that about 34% of our students are on grade level for ELA. This is a 4% increase from this past and a 2% increase from 2018-2019. This trend, unfortunately, shows stagnant growth for the overall percentage of students that meet grade level standards, especially

with student groups identified as needing additional targeted support such as homeless and students with disabilities. 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 and 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 while incorporating more use of IABs in assessments. 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 achievement level descriptors.

Math is an area of focus. Currently our percentages are considerably lower than ELA across all three grade levels. On average, about 13% of our students are at or above grade level for Mathematics, but the number decreases with each grade level starting at 18% in 6th grade and dropping to 9% in 8th grade. Being that mathematics is typically centered on fixed ability messages, Frank School will need to continue to develop a growth mindset with regard 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 students achieving low marks 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 opinions and negotiating their own path to finding the answer. This will raise the level of mathematical awareness and improve instruction in the classroom. We need to ensure that all priority instructional standards in Math are taught to build on past knowledge and are presented to the students in a format that matches what they are asked to do on achievement tests such as CAASPP. Identified gaps need to be addressed in the classroom so students do not fall even further behind. The need for growth mindset is particularly evident in the data and observations with homeless and students with disabilities student groups from this past year. One focus this next year, is to utilize more higher order thinking tasks with them and require more persistence and grit (with guided scaffolds) to help them perservere when faced with challenging material.

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. For example, the bootcamp combined with student data chats and intentional lesson design, 78 students achieved a score of a 4 on ELPAC which is one part of the criteria to allow them to reclassify and no longer be designated an English Learner.

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 2022-2023 school year and the actual implementation had to do with the budgeted expenditures not producing the desired outcomes our strategies were intended to produce. The expected outcomes and metrics were affected by some budgetary constraints and appropriate avenues to fund all the strategies necessary to the degree needed to change. One example of high achievement and budgetary success was with our English Learners. The intentional lesson planning and collaboration,

combined with data chats and academic bootcamp, allowed Frank to meet their articulated goal for the 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.

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 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 versus 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 2022-2023 was 12%	The Suspension rate will decrease to 3%
Discipline Referral Totals	The overall number of discipline incidents was 956 for 2022-2023. The number includes all classroom referrals. Per grade level, the overall discipline incidents were as follows: 6th - 196 7th - 322 8th - 438	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 2023 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 2024 Panorama SEL Survey: 6-8th grade - 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6-8th grade - 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.

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)
1000	LCFF 2000-2999: Classified Personnel Salaries

	Extra Help
	District Funded 2000-2999: Classified Personnel Salaries ORC Position
1000	LCFF 1000-1999: Certificated Personnel Salaries 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

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)
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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 research-and evidence-based intervention strategies for early intervention to address chronic abseentism and tardiness, which include: mentor/check-in, family contact, reward system, workshops for families, regular communication with families, and after-school clubs 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)
	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)
36000	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

SST Team will meet regularly 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)
3500	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)

3300	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, anti-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)
1000	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-based 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)
2500	LCFF 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 - SED, Foster, Homeless, and English Learners

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	Title I 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)
2000	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)
1000	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)
15492	LCFF 1000-1999: Certificated Personnel Salaries Administrator salary

Annual Review

SPSA Year Reviewed: 2022-23

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.

Attendance and discipline issues (suspensions) were a major concern from last year and still continued to affect the overall implementation of our school plan. The number of students suspended overall remains roughly unchanged at 11-12%. Attendance was a concern as chronic absenteeism, especially for specific student groups such as Students with Disabilities.

Our Wellness Center made a positive difference this past year as we were able to create a strong sense of belonging and give the students a safe space to connect with peers. Groups run by our counselors were a success and we were able to identify areas of need such as attendance, social

skills, anxiety and stress, and find ways to support students on how to adjust and cope. These groups were also utilized to support with behavior and office visits.

The data from 2021-2022 reflected the need to provide social-emotional support for students to feel safe at school this past year. We did well to accomplish this part of our plan. The strategies/activities from this year and really helped to create healthy coping skills and address social-emotional needs on campus was our Wellness Center (Strategy 23). This combined with Strategy 25, which was the support of an extra administrator on campus allowed more connection, caring adults, and person to work with students throughout the day to help with both discipline and social-emotional needs.

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 there were not enough reward activities and lunch time activities for the students this year and we did not have sufficient and/or appropriate funding models to support it 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. The school did adjust the metrics/indicators and the expected outcomes. We will continue to address the need for more supervision on campus and being more strategic with systems to support management of students during non-classroom time. This is reflected in strategy 7 of this goal. We will continue with the additional administrative support to help address behavior and attendance concerns. This is reflected in strategy 25. Finally, we will build off the momentum of our Wellness Center (Strategy 23) and start group counseling for attendance, behavior, sense of belonging, and anxiety earlier in the year and pull more Panorama data (strategy 19) 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 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	2022-2023 Needs Survey results: 80 parent took the survey 73% felt welcomed when they visit the school. 4% 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 10% Preferred language in office 1%
Average attendance at ELAC Meetings	An average of 15 parents attended ELAC Meetings (hybrid both in-person and on Zoom) for the 2022-2023 school year.	Attendance will increase by 25% at ELAC Meetings this year.
Parent attendance at Back to School Night	2022-2023 Back To School Night Attendance 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	Title I 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. The school passed a site variance which moved up Fall Conferences to October, from November, to provide more early intervention and communication with families regarding their student's progress. Spring Parent Conferences will be held for students who ned extra support to meet 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
5500	LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Transportation - Bus Transportation for Site Variance

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 community partners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Materials and Supplies - supplies and refreshment

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, including academic and SEL, AVID Family night, 6th grade orientation, and other site 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)
3500	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference - CABE
1000	Title I 4000-4999: Books And Supplies Materials and Supplies - supplies and refreshment

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)
4781	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. School staff will have all materials and equipment necessary to provide access to families and support their 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)
4500	LCFF 4000-4999: Books And Supplies Non-Capitalized Equipment - Front Office Needs
2000	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.

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: 2022-23

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, College and Career Readiness (A-G) 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 both in-person and virtually (ELAC , PTO, and SSC), which allowed parents to be a part of the decision-making process at school in various formats. As a result of being virtual and in-person, 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 in the parent's preferred method to allow parents to be active participates and provide access to those that needed more flexibility.

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.

We did not get the necessary parent participation and sign up for our District's Learning Management system (Canvas) like we wanted, but this year we are going to have all families sign up and register when they come to pick up schedules and materials before school begins. This will allow us to help families that need additional support and ensure all families are signed up when school begins. We also will be utilizing Parent Square which will allow for more two-way communication with mass emails, phone calls, and text messages. The discrepancy between Canvas and Q still caused parents to not always be up to date with information or know where they should consistently look. We are confident that by having them sign up early, this will help alleviate those concerns and discrepancies.

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	$350,294.00

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	$224,752.00
LCFF - Intervention	$2,000.00

Subtotal of state or local funds included for this school: $226,752.00

Total of federal, state, and/or local funds for this school: $350,294.00

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	224,752.00	0.00
LCFF - Intervention	2000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	224,752.00
LCFF - Intervention	2,000.00
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	37,474.00
2000-2999: Classified Personnel Salaries	LCFF	107,478.00
4000-4999: Books And Supplies	LCFF	61,300.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	42,602.00
2000-2999: Classified Personnel Salaries	Title I	20,119.00
4000-4999: Books And Supplies	Title I	11,000.00

5000-5999: Services And Other Operating Expenditures	Title I	23,010.00
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	177,292.00
Goal 2	132,489.00
Goal 3	40,513.00

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
Greg Packham	Classroom Teacher
Mark Urwick	Classroom Teacher
Amber Pergeson	Other School Staff
Yolanda Melano	Parent or Community Member
Bob Vargas	Parent or Community Member
Leticia Trejo	Parent or Community Member
Alexis Gomez	Secondary Student
Joelynn Gallardo	Secondary Student
Ashley Porras	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

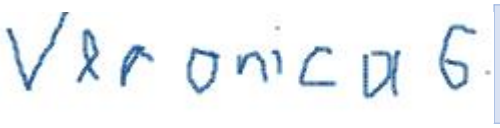
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 5, 2023.

Attested:

	Principal, Tyler Higa on 06/06/23
	SSC Chairperson, Mr. Alexis Gomez on 06/06/23

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Academy of Environmental Science and Innovative Design	56725386055313	June 5, 2023	August 23, 2023

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)

Comprehensive Support and Improvement

Fremont has been identified as CSI (Comprehensive Support and Improvement), due to low Language Arts and Math scores, low attendance, and a high suspension rate. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as working with an educational partner, Orenda Education, to help drive our school focus of moving studfents towards proficiency in Language Arts and Math.

This plan will detail specific actions we will take to address the needs identified by our ATSI status. Some of those actions include:

- providing extra collaboration time for Language Arts and Math teachers to meet and share data and use the data to drive lesson design
- having teachers collaborate with District TOSAs and site adminsitration during during collaboration time

- increasing our school to home contact with additional parent informational meetings to discuss academics, school expectations, and parent trainings
- Counselors and administrators will add a schedule of Coffee Chats for parents to become better acquainted with school leadership to feel more comfortable with school expectations
- opportunities for motivational assemblies will be added to help our kids develop empathy and growth mindset
- our Outreach Consultant (ORC) will collaborate with the attendance clerk and administrators to develop incentives to increase the attendance rate of our student groups with low attendance
- perfect attendance and no tardy awards will be presented monthly.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Fremont Academy is a comprehensive 6-8 school middle school where we believe that every student can succeed. We also have a strong commitment to strengthening our community with all education partners.. Our PBIS team has been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students.

This 2023-2024 school year, the Oxnard SD Student Profile will be a driving force and core focus of our work with students, staff, parents, and the community. Each area - Focused on the Future, Digital Learner, Collaborator, Innovator, Problem Solver, Achiever, and Global Thinker will be embedded in all programs and key areas of instruction. As we mold our 21st Century scholars, the Student Profile will be the pathway to preparing our students for their future.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. Our Vision is Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service. Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure. All of our strategies/activities are designed to further these pedagogical principals:

1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power

As a collective group, the Fremont staff reflects on increasing student performance and striving to be among high achieving schools. Therefore, through our data analysis process, any low test scores have been the trigger and baseline for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff at Fremont Academy are working to build strong professional learning communities and collaborating with grade level and department teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues and department chairs. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan. Grade level teams have also been collaborating and planning for both lessons and short-term interventions based on data. The math department has been working with the District Math Manager to gather research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments. This year, we will work closely with the District Math Manager to plan staff development that targets effective and engaging initial first instruction lessons, as well as creating ways to properly monitor student growth.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide both remediation and enrichment opportunities for students. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

Students are engaged in electives connected to our strand focus of Environmental Science and Innovative Design. Robotics is offered as an elective to students, as are the electives of Careers and Environmental Science. Students also have the opportunity to take a Creative Writing with Arts elective in which they can enjoy art tied with writing.

All education partners must work together to support student needs. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes, and Chats with the Principal.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom visits by Fremont administration showed that the agreed upon instructional focus areas were not always present during informal observations. Learning goals were not always listed for students to see. Praise was provided to students during classroom visits but not at the 3:1 expected ratio. When checking for understanding or providing opportunities to respond, more think time needs to be provided. It is clear that a recommitting to our instructional focus goals needs to occur. Additional PD will need to take place along with the implementation of an observation cycle. The goal of Administration is to get into classrooms on a daily basis, but no less than a weekly basis. Through classroom visits, areas of schoolwide focus will continue to be identified which have included structured advisory periods, student engagement, and writing across the content areas. This also includes collaborative structures and academic language. In order to address these areas, the leadership team will focus on instruction and will facilitate PLCs and collaboration meetings through departments and/or grade levels. Leadership will continue to focus on developing protocols to analyze data, planning for writing across the curriculum, and improving student engagement through strong initial delivery of instruction. Administration will set an appointment schedule to visit classes each week during the Monday Cabinet meetings. Admin will document the number of classroom visitations with each teacher and provide feedback to each teacher based on instructional "Look Fors" discussed in Leadership and PD during teacher staff meetings two to three times a month. A continued commitment to the "Look Fors" through follow up professional development is needed to insure the use of the focus areas throughout all of our classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP data, IAB data, as well as STAR data will be shared and utilized with the Leadership Team at the start of the school year to initiate conversations around school target areas and student needs. With the Leadership Team, schoolwide goals are created and then shared with the staff to drive short and long term goals centered around student achievement. All content area departments will create goals utilizing the CAASPP data to look at claims and targets. Teachers looked at grade level CAASPP data and cohort data.

During the course of the year, teachers will continue to use IAB data to change instruction and create CFAs based on the student performance on the IABs. The IAB's will be used to progress monitor student performance and to change instruction to the level of rigor for the CAASPP. Through the PLC process and collaboration days, grade levels and departments will determine which IABs to use to focus on key focus standards, specifically the claims and targets. We are continuing to work on how to convert this data analysis into a change in instructional practices.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is used to progress monitor student performance. This will continue to be the process for this year. In order to more accurately monitor student progress, the Star assessments will be administered in ELA and Math and also more frequently than the required three times per year. Department chairs and grade level team leadership representatives will facilitate data discussions through PLCs. Intervention and next steps are determined through the analysis of the student data. ELA and Math departments are working on common planning and lesson studies to build strong initial delivery of instruction to increase student achievement. Science and Social Studies teachers will get access to Star data to better understand the reading levels of their students to offer real supports at their level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials. New teachers to Fremont are set up with veteran mentor teachers to help them with any instructional or classroom management needs they have and meet with AP to address any site expectations that they need to be aware of.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. Teachers have PLC Tuesdays to collaborate and also have instructional planning time weekly on Wednesdays.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided the opportunity to collaborate using the PLC model weekly as well as being provided half day or full day collaboration opportunities with their departments throughout the year. All teams have created SMART goals in their PLCs and use these goals to drive their instruction and focus. Grade levels across the content areas will be provided collaboration time for articulation in order to further increase student achievement. They will work in alignment with the schoolwide goals of increased student achievement through writing across the content areas and during structured advisory to increase reading comprehension. Teachers also collaborate in departments on Site Professional Development Days, as well as working as a whole staff for common goals. Academic Vocabulary lists were created by each department for consistency and to target writing across the content areas. Collective Commitments were agreed upon by staff and this, as well as the use of agreed upon highly effective teaching practices, will lead the lesson planning during all collaboration. Teachers now have Wednesday Collaboration time each week to use for instructional planning. The OSD Student Profile will serve as the focus for all of our commitments for 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)

Through the process of progress monitoring in PLCs and grade level MTSS progress monitoring, underperforming students are identified for additional resources. Content area teachers support these students through small group instruction, 1:1 instruction, as well as tutoring before and after school. Students who continue to underperform are also taken through the SST process to discuss and develop a plan for student success. Additional psychoeducational testing to determine if students have unidentified needs may be administered. Struggling readers will be given small group instruction to target areas of need.

Evidence-based educational practices to raise student achievement

Researched based strategies include teachers integrating evidence-based educational practices to raise student achievement for all students. This year, we are focusing on depth of knowledge questioning and the ability to move students on the continuum from one level to the next. Writing across the content areas, including evidence writing, is one practice that will be a continued area of focus. Focused note taking and writing in the margins are strategies that will be utilized across all content areas. Collaborative structures and the use of academic language will also be consistently used in all content areas. Progress monitoring as well as small group instruction and 1:1 student conferences during advisory will also be utilized to raise student achievement. Teachers will collaborate to collectively commit to utilizing highly effective teaching practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Fremont parent involvement includes parent representatives on School Site Council (SSC), English Learner Advisory Committee (ELAC), District Parent Advisory Committee (PAC), as well as DELAC. Fremont looks forward to the encouragement and recruitment of parent volunteers to lend the opportunity for more parents on campus. The Fremont PTA provides parents an opportunity to participate in school programs such as Family Nights, PTA Reflections, Skate Nights, as well as participating in fundraising opportunities and deciding ways in which PTA can positively impact the school community for all students.

Parent trainings and workshops will be offered throughout the year. They include Parent Project, The Latino Literacy Project, An Evening With the Principal, as well as 8th grade parent/student workshops to assist the students in developing goals and an action plan to ensure that students can particiapte in promotion activities at the end of the year.

Parents are also encouraged to attend school events such as Back to School Night, student-led parent/teacher conferences, Academy Tours, sporting events, as well as Family Nights provided by the Fremont PTA. Career Day will be held to recruit parents to present and volunteer to discuss and present their career to Fremont students. An Open House date has been added to the disitrct calendar in the spring to provide families another opportunity to interact on the school campus.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our parents, community members, teachers, staff and students are involved in the planning, implementation and evaluation of our programs. During the planning phase, our leadership team, ELAC committee and SSC committee meet to discuss school goals as they pertain to our data for CAASPP, Star, report card grades, suspension rates, attendance rates and reclassification rates. During those meetings we look at cohort data and grade specific longitudinal data. The three groups establish and evaluate goals using a SMART goal approach so that goals are specific, measurable, achievable, relevant and time-bound. Our leadership students also have input on our goals and we present our goals to the community and students through webcasts, ASB presentations and grade level assemblies. The implementation of these programs is closely monitored by our leadership team through our leadership professional learning community. During that time we continuously participate in progress monitoring and revisit action items to ensure follow through and collective responsibility. Our ELAC and SSC committees meet regularly to discuss the implementation of our programs and student progress. Lastly, our leadership team evaluates our programs by looking at end of the year summative data as well as our formative data. After this evaluation, they bring that information back to their grade level PLC teams so that we can start the cycle of inquiry which would then lead us back to planning and goal setting once again. Our SSC and ELAC teams also work to evaluate the outcomes of our expenditures in order to form new goals and to adjust current goals and strategies during the year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used according to state and federal guidelines to ensure success for all underperforming students. Funds are allocated for extra hourly pay for teachers to collaborate within their professional learning communities. During this time the teachers identify struggling students and develop interventions for those students during the school day. Funds are also allocated for an instructional assistant to assist in the ELD and AVID Excel classrooms. Additionally categorical funds are allocated to fund AVID tutors. We have AVID electives that serve students who are striving to be first generation college students. AVID Excel is for our Long Term English Learners who are struggling with reading, writing and the use of academic language and who therefore have not met the reclassification criteria. By funding the tutors we ensure that students are accessing their core subjects with success. We have also budgeted funds to support the hiring of a Math ISP to serve underperforming students in math. Lastly we allocated funds for teachers to attend the CABE and AVID conferences. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and equity.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Educational Partner 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 2023 - 2024 Fremont SPSA was developed with the input of the Fremont Leadership Team and with school staff during staff meetings, Department meetings and PLC/Collaboration Days. Teachers discussed in departments and in grade level teams the areas of need and concern and made suggestions for strategies based on their team discussions. Parents had the opportunity to discuss and provide input for the development of the SPSA during School Site Council and English Learner Advisory Committee meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. SPSA was presented to the School Site Council and reviewed during the May 2023 and June 2023 meetings. All parent committees (PTA, ELAC, SSC and PAC) participated in the development of the SPSA. School Site Council then reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The certificated substitute shortage continues to be a barrier to conducting lesson studies, providing collaboration days for departments and grade levels, and effective student monitoring meetings. By

not having adequate teacher subs to cover classroom teachers during their absences, certificated staff have to cover which includes administration and sometimes counselors. This impacts instruction when there is a rotation of teachers throughout the day for coverage and creates an inconsistency in instruction. Lack of substitutes also created challenges for other positions as well, where the principal, assistant principals, and counselors have to be taken out of their roles in order to ensure student's learning and safety. Some planned Professional Development and Collaboration Days had to be rescheduled or adjusted due to the lack of substitutes. Moving forward every effort will be made to stay on track with our regularly scheduled PLC and Collaboration times.

A commitment to progress monitoring will allow us to better determine or confirm our belief where targeting should take place. We will use our Panorama data as part of our progress monitoring to address the areas of attendance and behavior that many of our students need extra support in so that they can have the access they need to be successful. We also want to make sure that target groups of students have access to tutoring and intervention programs that we offer. When an incentive program was developed to help targeted groups like our Students With Disabilities and English Learners, we found that it did not have the impact we had planned. Students were not always provided the positive tickets that could be used in the student store. Our ORC in coordination with our AP's needs to be meet with our targeted students on a more regular basis to review attendance and to provide incentives for positive attendance.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.26%	0%	3	2	0
African American	1.2%	1.05%	1.09%	10	8	8
Asian	1.1%	0.53%	0.95%	9	4	7
Filipino	2.1%	1.58%	1.77%	18	12	13
Hispanic/Latino	88.1%	90.14%	90.19%	741	686	662
Pacific Islander	0.4%	0.26%	0.27%	3	2	2
White	5.7%	5.26%	4.77%	48	40	35
Multiple/No Response	1.1%	0.92%	0.95%	9	7	7
			Total Enrollment	841	761	734

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		Innovative Design	Innovative Design
Grade 6	292		
Grade 7	269	249	254
Grade 8	280	252	232
Total Enrollment	841		

Conclusions based on this data:

In 2023, our grade six class had 253 students. 8th grade had 256 and Grade 7 has 230 students. Fremont will continue to hold Academy Tours in January for elementary schools in order to promote the academy focus and highlight the positive activities going on year round. This will include AVID recruitment by the AVID Coordinator and school counselor. Fremont will continue to host the 5th Grade Math Competition to invite 5th graders from feeder schools and provide medals and trophies to those elementary math team winners. Exposing elementary students early to the middle school decreases anxiety and aides families in determining which academy focus they are interested in. Through Fremont tours, incoming 6th graders and their families have the opportunity to see Fremont's outstanding garden which ties into the Environmental Science focus, as well as the large recycling program. The sports and club opportunities provided by staff will also continue to be a draw for families to want to send their children to Fremont.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	183	197	180	21.80%	#DIV/0!	24.5%
Fluent English Proficient (FEP)	280	239	248	33.30%	#DIV/0!	33.8%
Reclassified Fluent English Proficient (RFEP)	11			6.0%		

Conclusions based on this data:

In the 2021-2022 school year, there were 197 English Learners mostly in Level 3. An AVID Excel class had been added to target High Level 2s and 3s and to provide the scaffolding and language development skills needed to reclassify. 21 students were reclassified last year. In 2022-2023 we had 180 English Learners with 34 students who scored a 4 on the ELPAC to be ready to reclassify this year. The focus will continue to build those foundational reading and writing skills especially with L-TELs to reclassify them while continuing to monitor them after reclassification. The ELD team will be provided collaboration time to use assessments to help determine target areas of need and will have time to work with the EL TOSA to offer instruction that will be rigorous and meet the needs of our students. A bilingual paraeducator will be assigned to the ELD classes to provide daily needed support for students. We plan to create a ELPAC Boot Camp with the intention of getting kids prepared academically and motivationally to tackle the ELPAC successfully.

School and Student Performance Data

Star Early Literacy

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

Conclusions based on this data:

N/A

School and Student Performance Data

Star Reading

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	223	81	36%	75	34%	50	22%	17	8%	2	1033
Grade 7	176	111	63%	43	24%	20	11%	2	1%	1	1004
Grade 8	19	15	79%	3	16%	1	5%	0	0%	1	953

Conclusions based on this data:

On the STAR Reading test, most students performed in the Urgent Intervention level for all grades. There were also many who scored in the intervention level. In looking at specific skill areas, most students are low in decoding and reading comprehension. We have put in place structures to increase the STAR participation and monitoring of completion so that the number of students tested is increased. ELA teachers will target the areas of need and develop interventions in collaboration with PLC teams. When we get this information into the hands of Social studies teachers and Science teachers we will be able to find supports for students in all of their classes not just ELA. Through collaboration, the other content teachers will be able to build lesson delivery with these student needs in mind. Although we have increased STAR participation we still need more focus in this area on how we monitor the assessment window and giving of the assessment by teachers.

School and Student Performance Data

Star Math

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	219	127	58%	58	26%	23	11%	11	5%	1	1031
Grade 7	212	134	63%	50	24%	18	8%	10	5%	1	1029
Grade 8	7	7	100%	0	0%	0	0%	0	0%	1	990

Conclusions based on this data:

On STAR Math, 31% of students tested were in the urgent intervention level, 21% are at Intervention, 16% are on-watch, and 31% performed at or above benchmark. Students performing in the urgent and intervention levels will be supported during math teacher prep periods during the day. Skills to be addressed will include factorization, multiplication concepts, long division, and other skill sets in math to strengthen the performance of students for the next math assessments. Math teachers have committed to Fremont Collective Commitments that include common formative assessment, common pacing guides, more common grading practices, and sharing of data to help make common instructional decisions during PLC planning and Wednesday collaboration. We can utilize the Math TOSAs to help teachers build rigorous lessons at the students' levels. Teachers will be expected to create more common lessons through the sharing of best practices during PLC and Collaboration time.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		240			235			235			97.9	
Grade 7		243			239			239			98.4	
Grade 8		255			243			243			95.3	
All Grades		738			717			717			97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2455.			3.40			14.47			32.34			49.79	
Grade 7		2487.			4.18			23.43			24.69			47.70	
Grade 8		2491.			2.47			18.93			30.04			48.56	
All Grades	N/A	N/A	N/A		3.35			18.97			29.01			48.68	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.11			49.36			45.53	
Grade 7		9.62			58.16			32.22	
Grade 8		5.79			52.48			41.74	
All Grades		6.84			53.35			39.80	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.83			39.15			57.02	
Grade 7		5.88			49.58			44.54	
Grade 8		3.31			48.35			48.35	
All Grades		4.34			45.73			49.93	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.68			71.06			24.26	
Grade 7		6.69			73.22			20.08	
Grade 8		8.26			66.53			25.21	
All Grades		6.56			70.25			23.18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.51			62.98			28.51	
Grade 7		7.53			64.85			27.62	
Grade 8		6.61			71.49			21.90	
All Grades		7.54			66.48			25.98	

Conclusions based on this data:

Overall, we showed drops in each of the three grade levels with the largest drop being in grade eight. We looked at areas to focus on to improve instruction and motivation. We have developed and agreed to Fremont Collective Commitments and the use of agreed upon Highly Effective Teaching Practices. This will include the use of the structured advisory and writing across the content areas to support reading comprehension and writing with evidence. In all of the claims, there is a large percentage of students at the Near Standard level. We have developed site goals to improve student achievement and growth in all areas (consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments). Lesson studies, collaboration between departments and grade levels, progress monitoring through IABs and Star assessments will continue to be the focus for increased reading comprehension and writing across the content areas.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		240			234			234			97.5	
Grade 7		243			239			239			98.4	
Grade 8		255			240			239			94.1	
All Grades		738			713			712			96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2423.			2.14			4.27			23.08			70.51	
Grade 7		2433.			2.51			8.37			22.18			66.95	
Grade 8		2439.			4.18			3.35			16.32			76.15	
All Grades	N/A	N/A	N/A		2.95			5.34			20.51			71.21	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.28			27.35			71.37	
Grade 7		2.10			34.03			63.87	
Grade 8		3.35			30.13			66.53	
All Grades		2.25			30.52			67.23	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.28			37.18			61.54	
Grade 7		4.18			42.26			53.56	
Grade 8		2.93			39.75			57.32	
All Grades		2.81			39.75			57.44	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2.99			53.42			43.59	
Grade 7		3.35			56.49			40.17	
Grade 8		2.51			53.56			43.93	
All Grades		2.95			54.49			42.56	

Conclusions based on this data:

The data showed that we did not meet our expected goals across the grade levels; in fact, we lost ground. We dropped in each grade level. Grade 6 dropped 1% overall with grade 7 and 8 dropping 5% and 9% respectively. All grades demonstrate a need to focus on concepts and procedures with the most number of students in the Not Met standard for this claim. This claim will be targeted through lesson studies with the assistance of the district instructional strategist to build strong, rigorous lessons designed to target the initial lesson delivery. We will utilize District Math TOSAs to support good first instruction and intervention and support needs of students. 6th grade math teachers are also using the advisory time to team and focus on ability levels. Through the increased use of IABs and Star Math, teachers will be able to closely monitor student progress and determine next steps to build on stre gthening skills targeting the SBAC-based content. Our goal is to increase the number of students in the met or exceeded category by 10%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1507.9	1517.0		1495.8	1511.5		1519.6	1522.1		74	67	
7	1507.4	1544.8		1504.2	1541.4		1510.2	1547.7		59	53	
8	1540.0	1544.0		1535.1	1540.9		1544.4	1546.6		35	51	
All Grades										168	171	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.41	7.58		31.08	42.42		47.30	34.85		16.22	15.15		74	66	
7	1.69	26.42		32.20	33.96		49.15	35.85		16.95	3.77		59	53	
8	11.43	11.76		42.86	45.10		40.00	39.22		5.71	3.92		35	51	
All Grades	5.36	14.71		33.93	40.59		46.43	36.47		14.29	8.24		168	170	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.16	24.24		45.95	48.48		24.32	13.64		17.57	13.64		74	66	
7	13.56	39.62		45.76	35.85		25.42	22.64		15.25	1.89		59	53	
8	14.29	21.57		65.71	58.82		14.29	17.65		5.71	1.96		35	51	
All Grades	13.10	28.24		50.00	47.65		22.62	17.65		14.29	6.47		168	170	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.05	0.00		10.81	18.18		58.11	57.58		27.03	24.24		74	66	
7	1.69	13.21		8.47	24.53		55.93	47.17		33.90	15.09		59	53	
8	0.00	5.88		31.43	23.53		45.71	60.78		22.86	9.80		35	51	
All Grades	2.38	5.88		14.29	21.76		54.76	55.29		28.57	17.06		168	170	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.11	13.64		63.51	72.73		28.38	13.64		74	66	
7	6.78	11.32		64.41	81.13		28.81	7.55		59	53	
8	8.57	7.84		77.14	76.47		14.29	15.69		35	51	
All Grades	7.74	11.18		66.67	76.47		25.60	12.35		168	170	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.77	46.15		64.62	38.46		4.62	15.38		65	65	
7	51.72	52.94		37.93	41.18		10.34	5.88		58	51	
8	61.76	56.00		32.35	40.00		5.88	4.00		34	50	
All Grades	45.22	51.20		47.77	39.76		7.01	9.04		157	166	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.11	3.03		27.40	43.94		68.49	53.03		73	66	
7	1.69	20.75		28.81	50.94		69.49	28.30		59	53	
8	17.14	13.73		34.29	27.45		48.57	58.82		35	51	
All Grades	5.99	11.76		29.34	41.18		64.67	47.06		167	170	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.11	7.69		89.19	84.62		2.70	7.69		74	65	
7	6.78	7.55		84.75	90.57		8.47	1.89		59	53	
8	0.00	3.92		100.00	94.12		0.00	1.96		35	51	
All Grades	5.95	6.51		89.88	89.35		4.17	4.14		168	169	

Conclusions based on this data:

According to the 2022-2023 ELPAC data, the largest percentage of EL's performed in Level 3 for Overall at 47.2.1% followed by 29% at Level 2. 13 % were at Level 4 and 10 % at Level 1. Scores showed that most EL students have strong oral language skills. For Written Language, most EL students were at Level 2 with 43.7%. The next highest percentage was level 3 at 30.3 % followed by Level 1 at 16.9 % and then Level 4 at 8.5 %. This shows that this is the area to develop and improve on with targeted strategies in writing. The current ELPAC test scores show that our EL students need further development in their reading skills. This will be an area of focus in all of our content areas.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
761	**84.8**	**25.9**	**0.4**
Total Number of Students enrolled in Fremont Academy of Environmental Science and Innovative Design.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	197	25.9
Foster Youth	3	0.4
Homeless	43	5.7
Socioeconomically Disadvantaged	645	84.8
Students with Disabilities	157	20.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.1
American Indian	2	0.3
Asian	4	0.5
Filipino	12	1.6
Hispanic	686	90.1
Two or More Races	7	0.9
Pacific Islander	2	0.3
White	40	5.3

Conclusions based on this data:

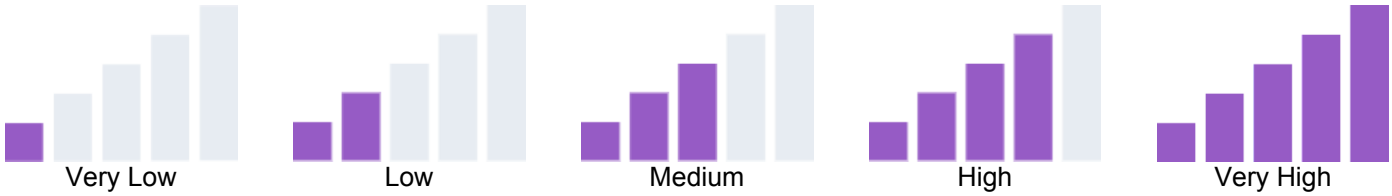
In 2021-2022 the largest subgroups in Fremont's student demographics are Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Additionally, the largest subgroup based on ethnicity was the Hispanic subgroup with 86.2% of the total population. For the 2022-2023 school year, Fremont will focus on both designated and integrated ELD for English Learners throughout the school day and provide collaboration time for the ELD team to analyze EL data and progress monitor throughout the school year using Star and IAB data. Progress monitoring will occur during collaboration days and PLCs to focus on the progress of our SED, SWD, African American and Hispanic subgroups in order to identify underperforming students and develop targeted, intensive intervention for students not meeting grade level standards.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Very High
Mathematics: Very Low		
English Learner Progress: High		

Conclusions based on this data:

Our 2021 -2022 Dashboard data shows all students performing in the Very Low area in ELA. All students are also performing in Very Low area in Math. Our 2023 data shows that although we had some growth in this area for 6th and 8th grade ELA , it was was not significant enough to pull us out of the Very Low. In Math we also had some growth but will remain in the Very Low area. Reading comprehension and writing across content areas will continue to be the focus to increase student performance in ELA. Math teachers will continue to work with the District TOSA and admin in

to progress monitor student performance and to build strong math lessons to and improve on rigor and strong first instructional lessons. The math department will continue their focus around the mathematical mindset concept and using collaboration days and PLCs to analyze data for IABs and building common formative assessments. Chronic Absenteeism in the 2022 data shows a performance in the Very Low and continues to be a focus in the 2023 -2024 school year. Home visits, attendance incentives, as well as attendance monitoring through the attendance process will be strategies to decrease the chronic absenteeism rate. The Suspension Rate did not decrease in 2023. This will be a continued goal in 2023 -2024 to decrease the suspension rate through using our Panorama data to build stronger student/staff relationships and provide counselors with the necessary tools to provide more SEL support through the classroom. PBIS will be a continued collective agreement with more staff training as well as using other means of correction when applicable.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
5	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
70.5 points below standard	89.5 points below standard	3 Students
679 Students	318 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
118.9 points below standard	76.7 points below standard	143.1 points below standard
34 Students	595 Students	151 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 2 Students	No Performance Level 4 Students	No Performance Level 9.1 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 76.2 points below standard 608 Students	No Performance Level 7 Students	No Performance Level 2 Students	Low 33.2 points below standard 37 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.5 points below standard 151 Students	72.3 points below standard 167 Students	64.8 points below standard 290 Students

Conclusions based on this data:

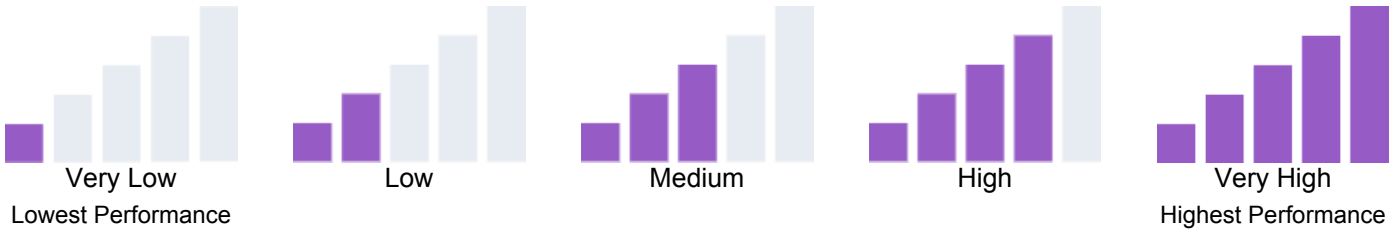
According to the 2022 dashboard data All our students are currently in the Very Low category. Our SED, Students with Disabilities, English Learners Hispanic, Homeless subgroups are in the Very Low area for English Language Arts. Current EL students are significantly below English Only and RFEP students in ELA. These underperforming subgroups will be closely monitored through data analysis in PLCs by reviewing STAR 360 reports and IABs and targeting specific students for intervention. In the 2023 - 2024 school year, our MTSS monitoring will be utilized to target the lowest performing students in reading to provide direct and intensive intervention.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

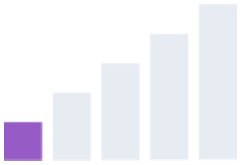
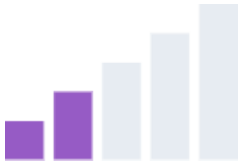
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
134.6 points below standard	157.8 points below standard	2 Students
673 Students	315 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
176.9 points below standard	143.1 points below standard	204.0 points below standard
34 Students	588 Students	149 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 2 Students	No Performance Level 4 Students	No Performance Level 72.6 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 143.6 points below standard 603 Students	No Performance Level 7 Students	No Performance Level 2 Students	 Low 55.3 points below standard 36 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
174.4 points below standard 149 Students	142.9 points below standard 166 Students	120.8 points below standard 287 Students

Conclusions based on this data:

The 2022 dashboard data shows all students performing in the Very Low category in mathematics. Mathematics will continue to be a schoolwide focus for 2023-2024. All major subgroups - SED, Hispanic, and SWD are in the Very Low category. These subgroups along with our ELs continue to be the target groups in data analysis. The African American subgroup, although a small number (11), will continue to be monitored closely in 2023-2024 through 1:1 student conferences and communication with parents. Interventions are provided for all subgroups as target students are identified for additional support through tutoring or intervention with the ISP and intersessions.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

57.2 making progress towards English language proficiency

Number of EL Students: 166 Students

Performance Level: 4

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.

2022 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
11.4%	31.3%	0.0%	57.2%

Conclusions based on this data:

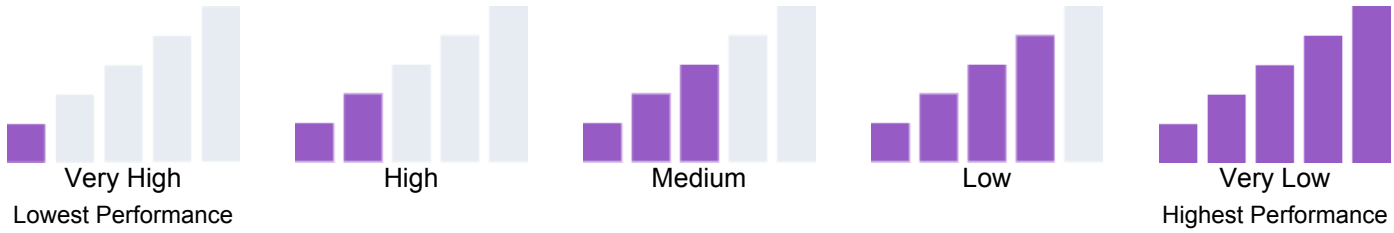
Based on 2022 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Fremont teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using the district-adopted curriculum materials English 3-D. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter. According to the 2022-2023 dashboard data English Learners continue to be mostly at the Level 3 development level. AVID Excel classes are offered at each grade level in the 2023-2024 school year. Students were hand selected and interviewed for the AVID Excel classes to provide necessary skills for Level 3 L-TELs to increase and move into Level 4.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	1	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
26% Chronically Absent	25% Chronically Absent	Less than 11 Students
799 Students	212 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
43.1% Chronically Absent	28.4% Chronically Absent	34.4% Chronically Absent
51 Students	705 Students	180 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	33.3% Chronically Absent
9 Students	2 Students	4 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level	No Performance Level	High
26.5% Chronically Absent	Less than 11 Students	Less than 11 Students	19.5% Chronically Absent
721 Students	8 Students	2 Students	41 Students

Conclusions based on this data:

According to the 2022-2023 dashboard data all students showed an increase in chronic absenteeism. ELs and Hispanic subgroups have the lowest rate of chronic absenteeism. The goal is still to move them into the medium category through home visits and the attendance process and SARB when necessary. All subgroups are in the high or very high range and will continue to be closely monitored in 2023-2024 through attendance reports and home visits by the ORC and administration. This continues to be a metric of focus schoolwide, The goal is a 96% positive attendance rate. Through attendance incentives, SSTs, SARB, and phone calls, the goal will be move all subgroups and schoolwide performance to the medium range.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

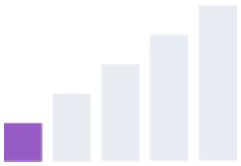
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
13.6% suspended at least one day	17.8% suspended at least one day	Less than 11 Students
845 Students	225 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
21.4% suspended at least one day	14.4% suspended at least one day	20.3% suspended at least one day
56 Students	744 Students	192 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
25% suspended at least one day	Less than 11 Students	Less than 11 Students	8.3% suspended at least one day
12 Students	2 Students	5 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Medium
13.9% suspended at least one day	Less than 11 Students	Less than 11 Students	7% suspended at least one day
760 Students	9 Students	2 Students	43 Students

Conclusions based on this data:

As a schoolwide focus, the PBIS team will facilitate activities and work with students who frequently have behavior concerns. The PBIS team will also provide strategies and recommendations for staff to decrease the suspension rate and to focus on stronger staff-student relationships. We will focus on the Falcons Guidelines for Success to represent a behavior model for students to follow. Structures have been put in place to deal with physical areas that which contributed to some of the behavior issues over the last year. Campus assistants supervision areas have been adjusted and morning and lunch protocols changed to lessen the opportunity for inappropriate behaviors. Office detentions and other means of corrections will also be used, when applicable, to decrease the overall suspension rate. Positive incentives such as Praise Notes and Fun Fridays will be utilized to model expectations and increase positivity schoolwide. We will also offer student of the month awards as well as perfect attendance and no tardy awards for deserving students. We have added supervised lunch activities to give kids more positive opportunities to keep them engaged and participating.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Reading, Writing, and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	Baseline data is Preliminary from June 2023 All Students: 20.% Met/Exceeded 6th Grade: 23% Met/Exceeded 7th Grade: 16 % Met/Exceeded 8th Grade: 22 % Met/Exceeded	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
CAASPP Math Assessment	Baseline data is Preliminary from June 2023 All Students: 10.5 % Met/Exceeded 6th Grade: 10 % Met/Exceeded 7th Grade: 11%% Met/Exceeded 8th Grade: 11% Met/Exceeded	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
STAR Reading End of Year Data	26% of 6th grade scored at or above the benchmark proficiency 14% of 7th grade scored at or above the benchmark proficiency	Decrease percentage of students below 40.0% by 10% Increase the SGP(Student Growth Percentile) by 12% points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	15% of 8th grade scored at or above the benchmark proficiency 109 out of 656 scored at or above the minimum benchmark (40.0%)	
STAR Math End of Year Data	26.0% of 6th grade scored at or above the minimum benchmark proficiency (50%) 14.0% of 7th grade scored at or above the minimum benchmark proficiency (50%) 15.0% of 8th grade scored at or above the minimum benchmark proficiency (50%)	Decrease percentage of student below 50% by 10% Increase the SGP (Student Growth Percentile) by 12% points
Reclassification data	In the 2022-2023 school year, 20% of EL students were reclassified	Increase Reclassification percentage 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

Provide subbed out collaboration time for ELA ,Math, Social Studies, and Science teachers (supported by Administration and/or District Math Manager and TOSA and the District Science Specialist) to develop common pacing guides, common grading policies, assessments, analyze assessment data and develop data-driven plans to support student learning. Academic conferences will be held to review data and instructional plans to better support students during classroom common formative and summative assessments and District and State assessments. IABs will be used to progress monitor the attainment of selected focus standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF 1000-1999: Certificated Personnel Salaries Sub Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Hold grade level/department collaboration meetings to review data, including Star, CAASPP, IAB data, and ELPAC data- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction. Teachers will plan instruction, analyze data, monitor student progress and develop interventions as needed. Department chairs and grade level team leaders will facilitate PLC meetings and instructional planning on Banking Wednesdays.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Goal 1 activity 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide professional development opportunities for all ELA teachers to be trained to effectively utilize the curriculum and learn research based strategies to support reading and writing instruction. Provide professional development and support for teachers so that all teachers will support writing throughout the campus by creating Claim, Evidence, and Reasoning writing prompts in all content classes. Site and District Administration will provide on-site curriculum support. Department chairs and grade level team leads will also provide training on Best Practices through Department/PLC meetings and Collaboration Days. Lesson Studies will be utilized to design strong lesson designs

targeting first instructional lesson delivery. The Para-educators will also be trained on providing support in the classroom.

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

Amount(s)	Source(s)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Travel and conference costs
1000	Title I 2000-2999: Classified Personnel Salaries Extra Hours - certificated staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Special Education, Chronic Absentees, SED

Strategy/Activity

Site Sip Day would offer mini workshops focusing on Special Education accommodations and supports, EL supports, and PBIS/STOIC professional development presented by teachers and supported by district TOSAs.

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher 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

Strategy/Activity

Administration and ELA Department chairs and leads will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes. The Library Tech will assist and encourage students with reading during nutrition and lunches upon return to the campus. Incentives will be offered for completion of AR goals

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures AR Program
	District Funded 2000-2999: Classified Personnel Salaries Library Tech salary
1000	LCFF 4000-4999: Books And Supplies AR Incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

A bilingual para-educator will be assigned to all ELD classes to provide additional academic support in the classroom to English Learners levels 1-3 for 50 minutes daily. The assistant will also assist in the AVID Excel classes. Tutors will support the AVID Excel program for EL students.

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

Amount(s)	Source(s)
18,995	Title I 2000-2999: Classified Personnel Salaries Classified salaries - Instructional Assistant
5382	Title III 2000-2999: Classified Personnel Salaries Classified salaries i Instructional Assistant

4000	Title III 2000-2999: Classified Personnel Salaries AVID Excel tutors

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math including AVID excel and CABE 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)
2000	Title I 1000-1999: Certificated Personnel Salaries Professional development
2000	Title III 5800: Professional/Consulting Services And Operating Expenditures Conference 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

Administer formative district assessments, including Star and IABs to collect data for analysis during department collaboration meetings. District funded supplemental programs such as Myon, ST Math, and Lexia will also be used to build fundamental skills for mastery. This data will be collected to progress monitor essential skills needed to scaffold for claim targets such as reading comprehension, writing fluency, and conceptual math skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Assessments & Programs

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 AVID strategies, including focused note-taking, graphic organizers, Socratic Seminars, interactive notebooks, and provide materials to support these activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies AVID materials and supplies
9834	Title I 2000-2999: Classified Personnel Salaries AVID Tutor salaries

Strategy/Activity 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.

All Students

Strategy/Activity

Administration, assigned District Tech and TOSAs will assist and support teachers with the implementation of the Canvas Learning Management System, technology based programs (i.e., Nearpod, coding, etc.) and various learning applications to facilitate technology-based classroom environments and the Illuminate data system to facilitate data-driven planning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Site Tech salary
	District Funded 1000-1999: Certificated Personnel Salaries TOSA Salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Instructional materials, technology and software/apps/subscriptions will support the implementation of core curriculum and state standards, intervention programs, enrichment activities and the site academy focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
42,923	LCFF 4000-4999: Books And Supplies Instructional 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.

Targeted underperforming groups (Foster, Homeless, English Learners)

Strategy/Activity

Provide additional academic support through teacher office hours/tutoring, an after-school Homework Club, a targeted math intervention with progress monitoring data, After School Program, and intervention and enrichment opportunities targeting English Learners, at-risk students, and Homeless/Foster youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	ELOP 1000-1999: Certificated Personnel Salaries Extra Hours - HW Club - certificated staff
5000	ELOP 1000-1999: Certificated Personnel Salaries Extra Hours - Intervention/Certificated Staff
	ASES 2000-2999: Classified Personnel Salaries After School Progam - staff
5423	ELOP 2000-2999: Classified Personnel Salaries Extra hours - Instructional assistant

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

Implement incentive programs for students to be recognized for academic achievement such as Renaissance t-shirts, Praise Notes, Fun Fridays, AR incentives, and Awards Assemblies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7394	LCFF

	4000-4999: Books And Supplies Academic Incentives
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries - Outreach Specialist

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

Monitor student progress toward meeting promotion criteria and conference with targeted students to assist in the development of goal-setting and identifying opportunities for academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries - Counselors
1500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Counselor- Extra help

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

Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF

	5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreeements & Xerox Maintenance Agreements

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

Special Education

Strategy/Activity

Maintain the SST process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance. This will include providing subs to assist with 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)
2000	LCFF 1000-1999: Certificated Personnel Salaries Sub 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 students with field trip opportunities to support the college and career ready focus of AVID

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I 5000-5999: Services And Other Operating Expenditures Transportation cost for field trips

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

Fremont ELD Team will be provided collaboration time for data analysis of English Learners and to identify students for additional intervention in before and after school tutoring as well as intersession. Star data will be used to monitor growth.

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

Amount(s)	Source(s)
2575	Title III 1000-1999: Certificated Personnel Salaries Extra hours- Certificated

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

The ELD Team will be provided the opportunity for lesson studies with District EL TOSA to build rigorous lessons targeting key areas to build language acquisition and development, as well as reading comprehension and writing in the content areas.

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

Amount(s)	Source(s)
2000	Title III 1000-1999: Certificated Personnel Salaries Extra hours - Certificated

Strategy/Activity 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 field trip opportunities for students that will enrich the educational experience at school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Fremont will utilize the services of the educational consulting group, Orenda Education, to focus on building highly effective teaching strategies and collective commitments to accelerate learning through effective 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)
125,722	CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Educational consulting firm to help support our instructional focus
26,436	CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours and subs
4059	CSI Funding 2000-2999: Classified Personnel Salaries Extra hours

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

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 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.

CSI Underperforming subgroups

Strategy/Activity

Advisory teachers will meet with CSI identified subgroups of students to discuss grades, STAR scores, ST Math progress, behavior, attendance 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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Fremont Academy will continue to focus on reading comprehension and writing across content areas to strengthen reading comprehension and evidence writing. Teachers will concentrate on building student writing ability to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Classroom observation and feedback cycle showed that teachers needed to emphasize CERs more often and effectively. PLC meetings spent too much time with managerial work and not on the intended collaboration of

sharing data and using it to create CERs and provide intervention when needed. The same conclusions can be drawn for the Math department when looking at data from the classroom observation and feedback cycle. Math teachers will continue to focus on implementing Mathematical Mindset strategies in all grade levels. With their PLCs, departments and grade levels will collaborate more frequently analyze data from Star and IABs. Our ELPAC data will be analyzed to identify key learning targets and provide intervention to targeted English Learners. We lost momentum this past year with our ELA and Math CAASPP scores. Ongoing monitoring will also enable departments and grade levels to to identify, through our progress monitoring and SST process, which students are in need of intensive, evidence-based small group intervention provided by the classroom teacher within the day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Continued funding has been allocated for teacher collaboration this year. Teachers met with their grade level colleagues before the school year to begin planning. Teachers will use dedicated PLC time to plan together, build assessments using IABs, and analyze data. The focus will be on writing across the curriculum in all grades. Our scores on the writing claim were low for all students and English Learners. Strong writing instruction incorporates strong reading strategies and critical thinking and supports all areas of instruction. All teachers will be involved in providing the writing assessments so that everyone is aware of what our students are being asked to do. Content teachers will score and then use this date to determine where their students need writing support and then provide those supports within their lessons. The IAB's will be given in Social Studies and Science classes and used in the same way as the Writing Assessments.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to using our focus of increasing the percentage of students in the met/exceeded band of the CAASPP, we will add the student growth percentile from the Star assessments. The percentage of students in the Not Met band had been progressing slowly. Our goal of increasing the number of students scoring at Met and Exceed by 10%, did not occur, therefore a continued focus on data analysis and discussions in grade level PLC meetings will keep our attention on progressing students up throughout the levels. We will increase the student completion of the Star across all grade levels and provide support for all teachers to use this data to drive their instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	There were a total of 171 suspensions in the 2022-2023 year.	Decrease the suspension rate by 20%
Panorama Survey Data	Spring 2023 Panorama data shows that 37% of students feel that they are valued members of the school community.	Increase key areas on the survey like Teacher-Student Relationships and Sense of Belonging by 20%.
Attendance Data	Fremont Academy's 2022-2023 Average Daily Attendance Rate was 88% .	Increase Fremont Academy's Average Daily Attendance Rate to above 96% in 2023 - 2024.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School-wide implementation of CHAMPS/STOIC/PBIS model will occur, both in the classroom and throughout the campus. Survey students and staff regarding school climate and utilize feedback to guide the PBIS Committee in developing plans for ensuring an environment conducive to teaching and learning. Staff will be provided PD on how to best implement strategies like voice levels and routines referred to on posters. Students will also be presented the basics of CHAMPS in grade level assemblies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies CHAMPS Posters
1000	Title I 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Continue to further develop and strengthen the Fremont PBIS committee (Flight Team) to guide actions relating to the improvement of school climate and provide targeted support for teachers in implementing positive behavior strategies to improve student behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - PBIS Committee/Certificated staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Safety Committee will review and update the Comprehensive School Safety Plan and will conduct drills as recommended to ensure emergency preparedness for staff and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Safety Committee/Certificated staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Chronic absentees

Strategy/Activity

Admin will meet weekly with the ORC and attendance clerk to review attendance data and develop a working list of students to determine attendance incentives to encourage daily and timely attendance for students to attend all classes on a regular basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	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

Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies. This would include hiring an extra campus supervisor.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF 2000-2999: Classified Personnel Salaries Classified salary - campus supervisor
2500	LCFF 2000-2999: Classified Personnel Salaries Extra hours - Campus supervisors

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain the SST process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance.

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

Amount(s)	Source(s)
	Counselor (see goal 1, activity 16)
	ORC (see goal 1, activity 15)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain campus safety by hiring an extra campus supervisor

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 on-site counseling and support services for students through school counselors and outside agencies working with the school site. Counselors will provide counseling support both individually and in groups.

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

Amount(s)	Source(s)
	Counselor (see goal 1, activity 16)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students who have been suspended and or who have faced discipline consequences.

Strategy/Activity

In collaboration with the PBIS team, Administration will monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate to improve on the suspension rate.

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

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ensure a successful transition from middle school to high school by coordinating with local high schools for on-site registration events, participation in high school orientation events, and continued pathways in programs such as AVID.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
	Counselor (see goal 1, activity 16)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All 6th Grade Students

Strategy/Activity

Ensure a successful transition from elementary school to middle school by coordinating with district elementary sites to conduct elementary schools visits to promote Fremont and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students, and participation in special education transition meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries

	Extra hours - Certificated staff
3326	Title I 1000-1999: Certificated Personnel Salaries Extra Hours - WEB Coordinators

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Recognize students meeting school behavior expectations through student of the month awards, monthly reward day activities, Renaissance rewards, an end of the year incentive, "WINGS" guidelines for success drawings and teacher specific monthly awards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5019	LCFF 4000-4999: Books And Supplies Character Incentives

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide a variety of extracurricular options to increase student connectedness, including WEB, ASB, lunchtime activities coordinated by teachers and a variety of clubs including the LOVE Club, and Kindness Club, which are offered both virtually and in-person after school and during lunches.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff

4113	LCFF 4000-4999: Books And Supplies Supplemental materials

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9528	LCFF 2000-2999: Classified Personnel Salaries Clerical substitutes, extra hours, overtime
1000	LCFF 2000-2999: Classified Personnel Salaries Extra hours - Custodial

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

School safety operational supplies will be maintained (purchase of: walkie talkies, cameras, training for campus assistants)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,091	LCFF 5000-5999: Services And Other Operating Expenditures

	Supplies

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

African American, English Learners, SED, Students with disabilities, suspended students

Strategy/Activity

Implementation of mentoring groups (for boys and girls separately) to build relationships and positivity among students that have displayed risky behaviors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Assembly - mentoring time - workshops

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Lunch time detention groups will be utilized to discuss behavior choices with students in need of mentoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2123	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours Certificated staff

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

After school detention room will be utilized to reteach appropriate behaviors and build school climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7119	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours - certificated staff

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Plan schoolwide assemblies to include motivational speakers, guest speakers, and groups to increase empathy, motivation , and a growth mindset for our 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 5800: Professional/Consulting Services And Operating Expenditures Outside services for assemblies

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

A principal's think tank will be created to include students representing various groups on campus. Students will meet to discuss their thoughts for improvement of specific needs of Fremont.

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

Amount(s)	Source(s)
	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.

Suspended students

Strategy/Activity

A reintegration process will be implemented to ensure that suspended students come back to campus with the opportunity to make contact with a "safe adult" on campus and are provided a check in with the counseling 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)
	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

The Falcon Landing (Wellness Center) will be open to provide students with activities during lunchtime. Students that need a "safe" place during lunch or just want to participate in adult supervised activities will be able to utilize the center for what it has to offer.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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: 2022-23

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The administration, counselor and outreach coordinator, along with the school PBIS team, have done a lot of work and professional development on the importance of strong relationships with students. We have also done a lot of work on building common behavior expectations schoolwide with clear guidelines for success. The focus will continue to be on supporting connectins with students and maintaining strong relationships with students. ORCs, counselors, and administrators will continue to conduct home visits to assure that students and their families have the necessary resources to access their education.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major differences between the intended implementation and expenditures. We have purchased materials such as Guidelines for Success posters for the PBIS team and campus assistants to develop our vision of a safer campus. We have also continued to develop guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or area within the school. These Guidlines for Success are reviewd each morning during the announcement and presented on Canvas announcements to students and parents. This has been a major shift and part of our goals to establish a strong school culture. ORCs will be provided additional hours in order to maintain contact and strong relationships with those student groups who are at-risk and unable to directly access school resources.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2023-2024 there will be a continued focus to decrease the number of suspensions and/or behavior referrals. The focus will be to keep students engaged and motivated to connect to their teachers and peers. We plan to achieve this goal in part by adding more opportunities for students to be engaged in teacher sponsored activities during lunches. The PBIS system in place has been working effectively to decrease office referrals. We are continuing to improve to support students and teachers; specifically, restructuring the common areas students congregate in, teacher training on behavior monitoring and responses, and schoolwide expectations for students. The current

focus will be for all staff members to remain connected and communicate with students and their families in order to ensure that our students have the necessary resources to meet academic, behavior, and social goals.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings/workshops.	Attendance sheets will be used for those events in person and Zoom attendance reports for those events on line. Attendance rates have not been collected and the 2023 - 2024 year will be a baseline	For grade level family activities, parent attendance will be at least 5% of grade level enrollment. For school wide activities, parent attendance will be at least 5% of total school enrollment.
Panorama Survey-communication	Only 50% of parents responded that communication from school to home was helpful in 22-23.	75% of parents will respond that communcaition between home and school is strong.

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 by hosting parent nights (e.g. parent training and education, promotion guidelines, school guidelines) for identified students and families through in person sessions or virtual formats 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)
3000	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from necessary team members and distribute to parents to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Invite parents to attend student-led parent/teacher conferences in October and February to discuss student progress and review promotion criteria. We want to hold parent conferences before trimester grades are final so that students and parents have time to review needed work and complete before end of trimester grades are due. A site variance is necessary to change the fall confernce dates. There are transportation costs due to the site variance.

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

Amount(s)	Source(s)
3256	LCFF 5000-5999: Services And Other Operating Expenditures Transportation

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule "Chat with the Principal" meetings with parents to improve home-school partnerships. Webinars will held be held virtually on various topics to assist and encourage parents to remain engaged and involved in their child's educational career. These events will be used to reinforce the schoolwide expectations in regards to electronic, behavior, academic, and dress code 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)
	No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Prepare events to highlight site programs and accomplishments (Academy Tours) and share student learning opportunities with parents and community members virtually when necessary. The OSD Student Profile will be communicated to parent groups.

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

Amount(s)	Source(s)
7113	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administrators will support teachers in documenting instructional rewards, incentives, and social events for publication online or through social media to highlight learning opportunities taking place at Fremont, in order to inform 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)
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Host student and parent orientation events to promote Fremont Academy, introduce parents to educational programs and encourage parent involvement for elementary to middle school transition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1689	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
2000	LCFF 2000-2999: Classified Personnel Salaries Extra Hours - Classified Staff
5250	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Seek parent feedback about academic programs, EL needs and school climate through surveys including EL Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 8th grade students

Strategy/Activity

Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates and opportunities for parent involvement in high school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

1000	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Counselor

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Encourage parent participation in parent workshops and trainings such as Latino Literacy Project workshops, Project 2 Inspire, Parent Project, and African American Parent Advisory Committee, through a virtual platform.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
981	Title I 4000-4999: Books And Supplies Supplies for Parent Involvement
2000	Title I 2000-2999: Classified Personnel Salaries Extra Hours - ORC
2000	LCFF 4000-4999: Books And Supplies Supplies for Parent Involvement

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

Coffee with the counselors chats to discuss school offerings and important events dates. Opportunities to review school expectations and 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)
300	LCFF 4000-4999: Books And Supplies Parent 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.

Chronic absentees

Strategy/Activity

Our ORC will call parents of chronically absent students to remind them of attendance procedures and the importance of good 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)
	No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent attendance at workshops has an impact on student achievement and student engagement by providing information that is pertinent and aligned with what students are learning. Active parents impact their child through their involvement and connection with the school. This, in turn, impacts student achievement. Parent participation will be in-person unless holding the event has a more positive response and attendance on the virtual platform. Parents continue to express the need to be involved and attendance at Back-to-School Night was successful and a good indicator for the need for parents to continue to be included as often as possible throughout the school year. Surveying parent needs to create informational presentations should boost attendance and participation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The changes this year will include continuing to accommodate all activities virtually, unless in-person meetings and events capture more attendance by parents. This will be determined in order to successfully include our parents in school events. Administration will represent Fremont with "Meet the Admin" Zoom seesions that will act as informational presentations and or chat time to ask questions of the Administration on school site policy and implementation. Parent workshop topics will reflect the needs of the parents as indicated through surveys conducted to gather data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are working to increase parent involvement and attendance at all parent engagement opportunities. PTA membership has already increased as well as attendance at parent workshops and Back-to-School Night. Most parent events will be in-person to welcome parents back on campus and provide the social interaction missing during the most restrictive time during the pandemic. To build Family Engagement, one strategy is to elevate families as true partners with our school by providing a positive home contact for student families as often as possible. In recognizing that parents are truly partners and including them in decisions and community engagement with surveys sent home for parents to give their feedback. This opportunity for parents will significantly support our students growth academically and social emotionally.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$84,343.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$415,651.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
CSI Funding	$156,217.00
Title I	$68,386.00
Title III	$15,957.00

Subtotal of additional federal funds included for this school: $240,560.00

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 ($)
ELOP	$13,423.00
LCFF	$141,813.00
LCFF - Intervention	$19,855.00

Subtotal of state or local funds included for this school: $175,091.00

Total of federal, state, and/or local funds for this school: $415,651.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	68,386.00	0.00
Title III	15,957.00	0.00
LCFF	141,813.00	0.00
LCFF - Intervention	19,855.00	0.00
CSI Funding	156,217.00	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	156,217.00
ELOP	13,423.00
LCFF	141,813.00
LCFF - Intervention	19,855.00
Title I	68,386.00
Title III	15,957.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	26,436.00
2000-2999: Classified Personnel Salaries	CSI Funding	4,059.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	125,722.00
1000-1999: Certificated Personnel Salaries	ELOP	8,000.00
2000-2999: Classified Personnel Salaries	ELOP	5,423.00
1000-1999: Certificated Personnel Salaries	LCFF	13,189.00

2000-2999: Classified Personnel Salaries	LCFF	40,028.00
4000-4999: Books And Supplies	LCFF	68,249.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,347.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	17,855.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	24,576.00
2000-2999: Classified Personnel Salaries	Title I	31,829.00
4000-4999: Books And Supplies	Title I	981.00
5000-5999: Services And Other Operating Expenditures	Title I	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title III	4,575.00
2000-2999: Classified Personnel Salaries	Title III	9,382.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	294,243.00
Goal 2	91,819.00
Goal 3	29,589.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dave De Los Santos	Principal
Michelle Anderson	Classroom Teacher
Samuel Reveles - Secretary	Classroom Teacher
Jennifer Estes	Classroom Teacher
Joy Fedele	Classroom Teacher
Emmanuel Mejia	Other School Staff
Lisa Postas - Chairperson	Parent or Community Member
Gavin Flores	Parent or Community Member
Berta Martinez	Parent or Community Member
Maria Corpus	Secondary Student
Karina Camacho	Secondary Student
Aliyah Zuzumbo	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 5, 2023.

Attested:

Principal, Dave De Los Santos on
SSC Chairperson, Lisa Postas on

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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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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
Please sign the document Clear	☑ School Site Council
Please sign the document 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.

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This SPSA was adopted by the SSC at a public meeting on June 5, 2023 .

Attested:

Clear	Principal, Dave De Los Santos on 6/2/23
Please sign the document Clear	SSC Chairperson, Lisa Postas on 6/14/2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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	5/30/23	8/23/23

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)

Additional Targeted Support and Improvement
Harrington became eligible for ATSI due to student groups socioeconomically and English Learners for the indicators of chronic absenteeism, suspension

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 Vision , Mission and Student Profile are essential components to take in consideration when meeting the needs of all students. 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:

- Harrington will create and maintain a safe learning environment conducive to learning for all students. Harrington will commit to following the essential pedagogical principles from the Oxnard School District strategic plan.
- We will address student needs through the MTSS system and provide necessary intervention and enrichment. Harrington will engage students actively in the learning process.
- Monitor student foundational skills data weekly (reading & math) and increase rigor via the content areas of Science and Social Sciences
- Harrington will established powerful relationships that nurture equity and success. We will 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 meaningful instructional program. Our staff is committed to improving our craft in order to best meet the needs of our diverse population.

ATSI Status

- Chronic absenteeism- Very High, 26.2%
- Suspensions Rate- Medium, 1.5%
- English Learners Progress- Low, 61.8% making progress towards English Language Proficiency
- English Language -Low , 63 points below standards
- Math- 93.2 points below standards

Harrington will address these by the following: Attendance clerk, Outreach specialist, and Principal will visit homes, meet with parents , and have SARB meeting at the district office to ensure our students are attending school. Our hope is that now that we are leaving COVID behind our attendance will improve.The PBIS team will meet on a monthly basis, to review guidelines for the

school and shared out with staff. Administration will hold C.H.A.M.P.S assemblies three times a year to review school rules and guidelines. We hope this will reduce our school suspensions. Teachers will continue to be training in Units of Biliteracy Frame works to be able to best meet the needs of the students in English Language Arts. For English Language Learners students, the focus would be working on listening, speaking, reading and writing through the Unit Biliteracy Frame work. In math teachers at Harrington will continue to work with Zearn, Engage New York, and ST Math to support math in all grades.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted on a weekly basis. Administrator went in to Special Day Classes, Structure English Classes, and Dual Language Immersion Classes . This year Harrington will roll out Dual Language Immersion in fifth grade. Administration used the results of the observations to provide feedback and professional development to teachers. Teachers had professional development in Special Education and Biliteracy Units Frame work. In reflection, it was determined that more professional development was needed in the area of common core standards, Biliteracy Units 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 fifth 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
- Instructional Service Provider
- 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
- Progress monitoring and MTSS will happen three times a year.

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.

Educational Partner 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 student’s needs. This information is shared with School Site Council and the English Learner Advisory Committee during SPSA development. School will meet with educational partners at least six times a year and revised the SPSA, while allowing our parents to have input on the revision of the SPSA.

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; Biliteracy and SDC. In our District we also have a shortage of substitute teachers, which can present challenges to providing consistent quality instruction. Dual Instruction teachers were not always able to attend the training for the Biliteracy Units due to sub shortages. In addition, our Instructional Service Provider did not start until January 2023. The funds before this date where used for subs in full day IEP’s.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.3%	%	0%	2		0
Asian	0.2%	0.18%	0%	1	1	0
Filipino	0.7%	0.73%	0.37%	4	4	2
Hispanic/Latino	96.3%	96.72%	98.52%	564	530	532
Pacific Islander	%	%	0%			0
White	2.2%	1.82%	1.11%	13	10	6
Multiple/No Response	0.3%	0.55%	0%	2	3	0
			Total Enrollment	586	548	540

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	106	75	105
Grade 1	95	103	73
Grade 2	85	87	102
Grade3	102	76	80
Grade 4	110	102	82
Grade 5	88	105	98
Total Enrollment	586	548	540

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	397	396	383	67.70%	72.3%	70.9%
Fluent English Proficient (FEP)	73	52	49	12.50%	9.5%	9.1%
Reclassified Fluent English Proficient (RFEP)	41			10.3%		

Conclusions based on this data:

Last year, we were able to reclassify 49 students. We were able to reclassifly more students, as then the year before. 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	71	20	28%	11	15%	9	13%	31	44%	4	761
Grade 1	76	25	33%	18	24%	14	18%	19	25%	4	785
Grade 2	103	44	43%	24	23%	12	12%	23	22%	3	850

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 focus 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 and first grade : 70% on bench mark and on watch and 30% on Intervention. This year they will try to maintain their goal.

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	76	51	67%	15	20%	9	12%	1	1%	1	846
Grade 3	77	54	70%	15	19%	5	6%	3	4%	1	907
Grade 4	74	48	65%	12	16%	10	14%	4	5%	1	949
Grade 5	100	60	60%	19	19%	14	14%	7	7%	1	981

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. Our data has grown, but we still have need to grow more. At Harrington the DLI program in Spanish is much stronger with the data in the grades second through fourth grade. 43% of students are above grade level. We also have 20% of students who are on watch and we have 37% 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	76	28	37%	41	54%	7	9%	0	0%	2	819
Grade 2	105	62	59%	22	21%	14	13%	7	7%	1	875
Grade 3	68	42	62%	13	19%	12	18%	1	1%	1	924
Grade 4	81	48	59%	21	26%	11	14%	1	1%	1	952
Grade 5	96	47	49%	25	26%	12	13%	12	13%	1	1020

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 academically. This year we met our goals in math. In First grade we exceeded by 62%, Second grade 25%, Third grade 34%,Fouth grade 30% and Fifth grade 44%. We will continue to support our students so, that they can make an adequate growth.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		79			79			79			100.0	
Grade 4		107			107			107			100.0	
Grade 5		107			104			104			97.2	
All Grades		293			290			290			99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2341.			1.27			8.86			27.85			62.03	
Grade 4		2404.			3.74			15.89			21.50			58.88	
Grade 5		2462.			16.35			22.12			20.19			41.35	
All Grades	N/A	N/A	N/A		7.59			16.21			22.76			53.45	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.27			58.23			40.51	
Grade 4		6.54			62.62			30.84	
Grade 5		12.50			57.69			29.81	
All Grades		7.24			59.66			33.10	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.27			36.71			62.03	
Grade 4		1.87			47.66			50.47	
Grade 5		18.27			42.31			39.42	
All Grades		7.59			42.76			49.66	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.33			70.89			22.78	
Grade 4		5.61			74.77			19.63	
Grade 5		8.65			70.19			21.15	
All Grades		6.90			72.07			21.03	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			58.23			41.77	
Grade 4		2.80			71.03			26.17	
Grade 5		11.54			58.65			29.81	
All Grades		5.17			63.10			31.72	

Conclusions based on this data:

This is the second year that we have the students full time at school. The academic growth is evident. We are still not where we would like to be, but our data shows growth. In 2022-2023 we had 32% of our student exceeded or met standards for the CAASPP test in third grade, we have 28 % of our students who are exceeding or meeting standards in fourth grade, and 51% meeting or exceeding standards in 5th grade. 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 number 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		79			79			79			100.0	
Grade 4		107			107			107			100.0	
Grade 5		107			104			104			97.2	
All Grades		293			290			290			99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2339.			0.00			6.33			25.32			68.35	
Grade 4		2396.			0.93			9.35			30.84			58.88	
Grade 5		2433.			5.77			15.38			23.08			55.77	
All Grades	N/A	N/A	N/A		2.41			10.69			26.55			60.34	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			33.33			66.67	
Grade 4		2.80			38.32			58.88	
Grade 5		5.77			37.50			56.73	
All Grades		3.11			36.68			60.21	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.27			40.51			58.23	
Grade 4		1.87			42.06			56.07	
Grade 5		4.81			45.19			50.00	
All Grades		2.76			42.76			54.48	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.06			53.16			41.77	
Grade 4		2.80			47.66			49.53	
Grade 5		5.77			50.96			43.27	
All Grades		4.48			50.34			45.17	

Conclusions based on this data:

In 2022-2023 we growth in math. We have 10% that were meeting or exceeding in third grade, 11% in fourth grade, and 26% in fifth grade. In reflection teachers had a more systematic approach to planning with the banking day on Wednesday. Our teachers collaborated all year long on 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1398.4			1408.4			1374.9			49	0	
1	1437.2	*		1453.3	*		1420.7	*		23	7	
2	1488.3	1472.6		1489.3	1481.7		1486.7	1463.0		52	63	
3	1468.4	1490.8		1468.2	1493.8		1468.2	1487.2		79	56	
4	1503.1	1519.6		1497.6	1521.7		1508.3	1516.9		63	75	
5	1514.4	1537.4		1506.2	1530.9		1522.1	1543.2		45	44	
All Grades										311	245	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.17			25.00			45.83			25.00			48		
1	8.70	*		26.09	*		34.78	*		30.43	*		23	*	
2	9.62	6.90		59.62	50.00		25.00	32.76		5.77	10.34		52	58	
3	2.56	12.50		25.64	41.07		46.15	32.14		25.64	14.29		78	56	
4	15.87	24.00		33.33	42.67		39.68	24.00		11.11	9.33		63	75	
5	11.11	31.82		40.00	36.36		35.56	18.18		13.33	13.64		45	44	
All Grades	8.41	17.99		34.95	43.10		38.83	27.62		17.80	11.30		309	239	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.42			27.08			35.42			27.08			48		
1	21.74	*		30.43	*		34.78	*		13.04	*		23	*	
2	32.69	29.31		42.31	41.38		23.08	25.86		1.92	3.45		52	58	
3	14.10	25.00		48.72	46.43		19.23	19.64		17.95	8.93		78	56	
4	25.40	45.33		44.44	33.33		23.81	14.67		6.35	6.67		63	75	
5	22.22	43.18		53.33	38.64		15.56	6.82		8.89	11.36		45	44	
All Grades	20.71	35.98		42.72	38.91		23.95	17.57		12.62	7.53		309	239	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.08			10.42			62.50			25.00			48		
1	4.35	*		21.74	*		30.43	*		43.48	*		23	*	
2	3.85	3.45		51.92	32.76		30.77	39.66		13.46	24.14		52	58	
3	0.00	5.36		11.54	28.57		50.00	35.71		38.46	30.36		78	56	
4	14.29	8.00		17.46	34.67		39.68	41.33		28.57	16.00		63	75	
5	4.44	20.45		22.22	27.27		51.11	36.36		22.22	15.91		45	44	
All Grades	4.85	8.79		21.68	31.38		45.31	38.08		28.16	21.76		309	239	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33			75.00			16.67			48		
1	34.78	*		56.52	*		8.70	*		23	*	
2	15.38	24.14		84.62	70.69		0.00	5.17		52	58	
3	24.36	33.93		53.85	58.93		21.79	7.14		78	56	
4	30.65	61.33		54.84	32.00		14.52	6.67		62	75	
5	17.78	22.73		68.89	63.64		13.33	13.64		45	44	
All Grades	21.43	38.08		64.94	53.97		13.64	7.95		308	239	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.42			47.92			41.67			48		
1	8.70	*		69.57	*		21.74	*		23	*	
2	40.38	31.58		51.92	61.40		7.69	7.02		52	57	
3	23.38	47.27		53.25	40.00		23.38	12.73		77	55	
4	38.10	45.33		52.38	44.00		9.52	10.67		63	75	
5	50.00	72.73		43.18	20.45		6.82	6.82		44	44	
All Grades	29.97	46.41		51.79	44.30		18.24	9.28		307	237	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.08			68.75			29.17			48		
1	13.04	*		43.48	*		43.48	*		23	*	
2	30.77	10.53		57.69	64.91		11.54	24.56		52	57	
3	1.28	5.36		42.31	53.57		56.41	41.07		78	56	
4	11.11	8.00		57.14	69.33		31.75	22.67		63	75	
5	8.89	20.45		62.22	56.82		28.89	22.73		45	44	
All Grades	10.36	10.50		55.02	61.76		34.63	27.73		309	238	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.02			46.81			36.17			47		
1	4.35	*		43.48	*		52.17	*		23	*	
2	3.85	12.07		78.85	62.07		17.31	25.86		52	58	
3	0.00	8.93		70.51	76.79		29.49	14.29		78	56	
4	14.29	16.00		60.32	72.00		25.40	12.00		63	75	
5	8.89	34.09		75.56	50.00		15.56	15.91		45	44	
All Grades	7.79	16.32		64.94	67.36		27.27	16.32		308	239	

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.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
548	**89.6**	**72.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Norma Harrington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	396	72.3
Foster Youth		
Homeless	45	8.2
Socioeconomically Disadvantaged	491	89.6
Students with Disabilities	102	18.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	1	0.2
Filipino	4	0.7
Hispanic	530	96.7
Two or More Races	3	0.5
Pacific Islander		
White	10	1.8

Conclusions based on this data:

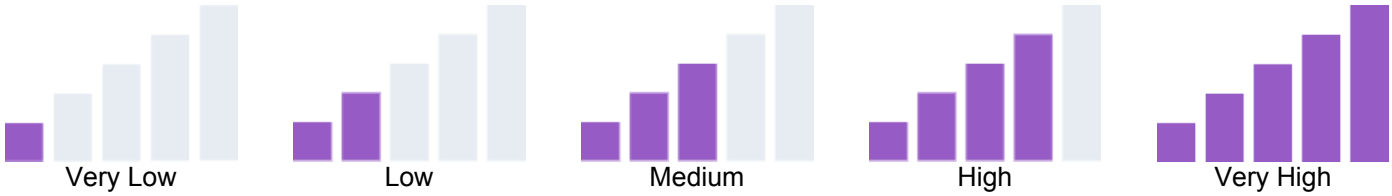
Our highest population group is Hispanic with 96.2% of students identifying in this group. This might promote an easy alignment of our resources to meet the needs of this group. However, we cannot ignore the other groups and must ensure that the needs of our African American, White, Asian and Filipino student groups are being met as well. Additionally, our English Learner group population is high as well, but not as high as our socioeconomically disadvantaged group. This leads me to believe that we have many students that fall into both categories and we must meet the needs of the two groups combined.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

We have two areas of focus based on the results indicated above. It is imperative that we focus on our English Learner student group as well as in the area of math for all students. Although we continue to make growth, we must find more innovative ways to meet the needs of our students in all student groups, but especially our English Learners. We must also pay close attention to our students who are chronically absent and find strategies that will encourage them attend

school on a regular basis. We must also continue to focus on PBIS strategies to lower our suspension rate and meet the social- emotional needs of our students.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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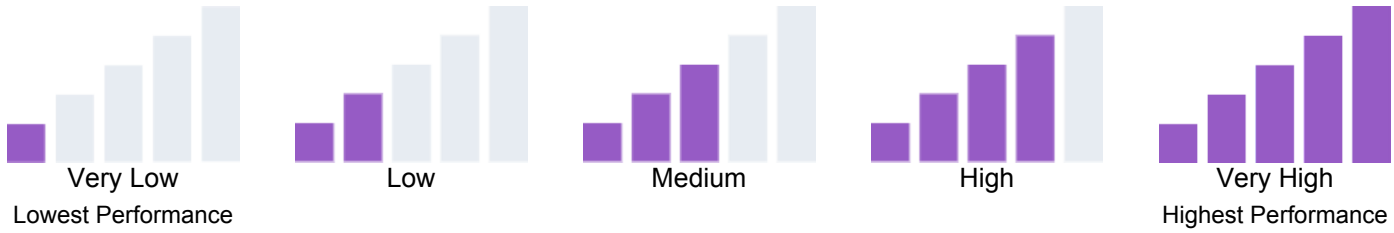


This section provides number of student groups in each level.

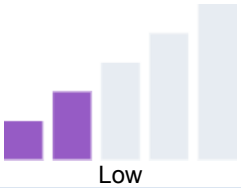
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
63.0 points below standard	67.0 points below standard	0 Students
280 Students	233 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
71.9 points below standard	63.4 points below standard	150.1 points below standard
30 Students	260 Students	65 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
			 No Performance Level 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Low 66.3 points below standard 267 Students	 No Performance Level 2 Students		 No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
79.5 points below standard	34.6 points below standard	57.7 points below standard
168 Students	65 Students	40 Students

Conclusions based on this data:

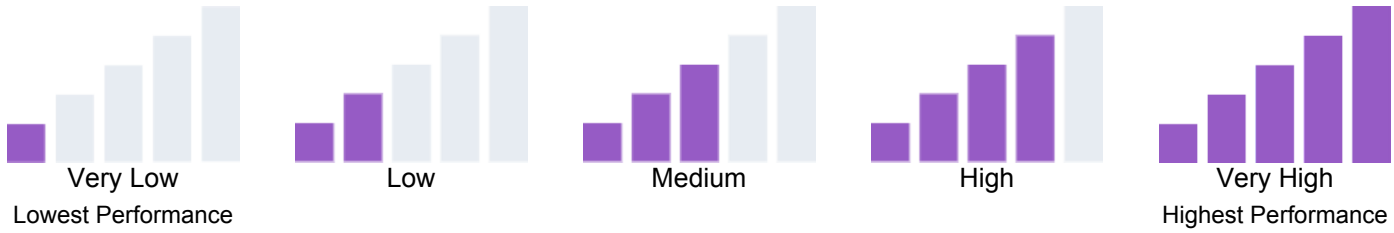
The data concludes that we must employ methods that will significantly address the needs of our English Learner and Hispanic students. As we focus on utilizing collaboration to guide our instructional planning we must take in to consideration the rate of growth for all students, especially our English Learners and Hispanic students. The focus of our work is on Academic language that will help facilitate growth with these two groups of students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

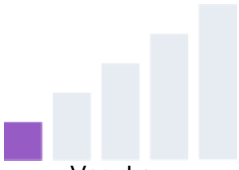


This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
93.2 points below standard	94.1 points below standard	0 Students
280 Students	233 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Low	Low	Very Low
88.6 points below standard	94.2 points below standard	178.3 points below standard
30 Students	260 Students	65 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			 No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 95.2 points below standard 267 Students	 No Performance Level 2 Students		 No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
97.4 points below standard 168 Students	85.6 points below standard 65 Students	101.8 points below standard 40 Students

Conclusions based on this data:

Although we did notice growth in mathematics, we still have a high percentage of students in all groups who are not meeting the standard.Therefore, we must take a look at the individual needs of these groups and use this information to collaborate and determine next steps for our students. Specifically, we plan to include our students in the data conversation in order to help them understand the expectations we have for them. Our efforts will continue to be focused on high quality first instruction for all students, while keeping in mind the needs of our English Learner and Hispanic students.

School and Student Performance Data

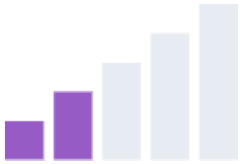
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

61.8 making progress towards English language proficiency

Number of EL Students: 186 Students

Performance Level: 2

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.

2022 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
12.9%	25.3%	0.0%	61.8%

Conclusions based on this data:

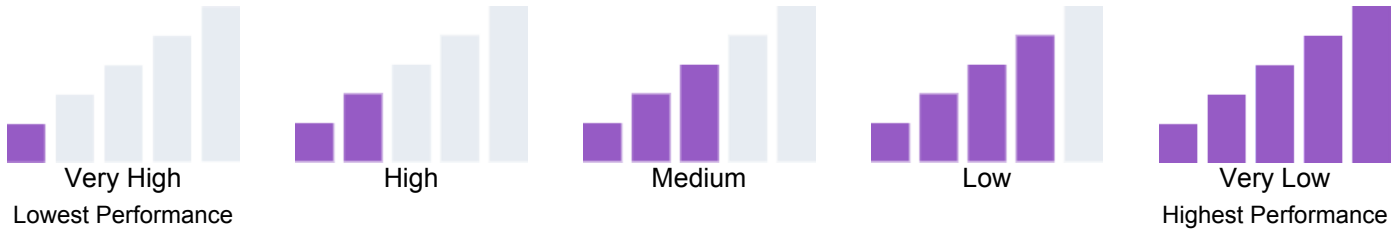
We were able to decrease students in level one by 12.9 % and we are maintaining our students between levels two and three at 25.3 %. We have 61.8 % that are progressing one level. We would like to see the remaining 24.2% progress too. We will focus on their reading, writing, listening, and speaking to make sure our students make adequate growth.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

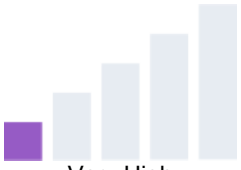


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
26.2% Chronically Absent	25.2% Chronically Absent	Less than 11 Students
564 Students	408 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
29.1% Chronically Absent	27.1% Chronically Absent	42% Chronically Absent
55 Students	527 Students	112 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 26.2% Chronically Absent 546 Students	No Performance Level Less than 11 Students 2 Students		No Performance Level 36.4% Chronically Absent 11 Students

Conclusions based on this data:

Based on the data and upon reflection of the strategies implemented last year, the need for an individualized plan for our chronically absent students is necessary. Therefore, this year our school counselor has taken on this group as a high priority and we hope that our chronically absent students' attendance rates will increase. We will also come up with a plan that takes into consideration the specific needs of the students that fall within this group. Our Outreach specialist will work with our counselor to create a student incentive program.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	3	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.5% suspended at least one day	1.2% suspended at least one day	Less than 11 Students
592 Students	423 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Medium	High
0% suspended at least one day	1.5% suspended at least one day	4.3% suspended at least one day
57 Students	549 Students	117 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level	No Performance Level
		Less than 11 Students	Less than 11 Students
		1 Student	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
1.4% suspended at least one day	Less than 11 Students		9.1% suspended at least one day
573 Students	3 Students		11 Students

Conclusions based on this data:

Our suspension rate is within the limits set forth in our goal, however we continue to review suspensions on an individual basis in order to determine if expectations and procedures need to be adjusted to provide an opportunity for success for all of our students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

All Students will reach high 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 (22-23)	Exceeded or Met: 32% Nearly Me : 20% Not Met : 45% 4th Grade Exceeded or Met : 28% Nearly Met: 15% Not Met: 55% 5th Grade Exceeded or Met : 51% Nearly Met: 19% Not Met: 28%	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 42 %, 4th Grade will be increased to 38 % and 5th grade will be increased to 61% in order to move to the next level.
CAASPP Math (22-23)	3rd Grade Exceeded or Met :10% Nearly Met:26% Not Met:61% 4th Grade Exceeded or Met: 11% Nearly Met:29%	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 20%, 4th grade will be increased to 21%, and 5th grade will be increased to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Not Met:58% 5th Grade Exceeded or Met: 26% Nearly Met:32% Not Met:58%	36% in order to move to the next level.
Reclassification	2022-2023 school year: 46 English Learners were reclassified.	Reclassify 10% of 395 Students who meet reclasification rates. The goal will be to reclassify 40 students.
STAR 360 Math	1st Grade Above/Watch :63% Intervention/ Urgent: 27% 2nd Grade Above/Watch: 47% Intervention/ Urgent: 53% 3rd Grade Above/Watch: 50% Intervention/Urgent: 50% 4th Grade Above/Watch : 47% Intervention/Watch: 53% 5th Grade Above/Watch: 68% Intervention/Urgent: 32%	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 73%,2nd grade will be increased to 57%, 3rd grade will be increased to 50%, 4th grade will be increased to 57% and 5th grade will increase to 78%.
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: 88% Intervention/Urgent: 10% 2nd Grade Above/Watch: 60%	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 maintain at 88%, 2nd grade will be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Intervention/Urgent: 40% 3rd Grade Above/ Watch: 46% Intervention/Urgent: 54% 4th Grade:53% Above/ Watch:53% Intervention/Urgent:47%	increased to 70%, 3rd grade will be increased to 56% and 4th grade will be increased to 63%.
STAR 360 Reading English	1st Grade Above/Watch: 47% Intervention/Urgent: 53% 2nd Grade Above/Watch: 60% Intervention/Urgent: 40% 3rd Grade Above/Watch: 46% intervention/Urgent: 54% 4th Grade Above/Watch: 53% Intervention/Urgent: 47% 5th Grade Above/Watch: 57% Intervention/Urgent: 43%	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 57%,2nd grade will be increased to 70%, 3rd grade will be increased to 56%, 4th grade will be increased to 63% and 5th grade will increase to 67%.

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)
1000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development for TK
1000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development for ELD
2000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development for Math

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)
9275	LCFF 4000-4999: Books And Supplies DLI books
5000	LCFF 4000-4999: Books And Supplies Materials for SDC

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)
1,142	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Language arts and math extra support for students
	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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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
8,335	LCFF 2000-2999: Classified Personnel Salaries Reading Intervention Service Provider 3rd-5th
23,814	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)
2000	LCFF 4000-4999: Books And Supplies Incentives-Academic

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)
4000	LCFF 4000-4999: Books And Supplies Materials supporting Enviroment strand
3000	LCFF 4000-4999: Books And Supplies NGSS Science, Common Core Standards supplies
2000	LCFF 4000-4999: Books And Supplies Gate clusters/ Enrichment
13,956	Title III 5000-5999: Services And Other Operating Expenditures Field trips to support Common Core Standards
3000	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	Title III 1000-1999: Certificated Personnel Salaries Teacher Subs
	District Funded 1000-1999: Certificated Personnel Salaries School counselor
9288	Title I 1000-1999: Certificated Personnel Salaries Teacher 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.

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)

1000	LCFF 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)
10000	LCFF 4000-4999: Books And Supplies Replenish radios
1000	LCFF 4000-4999: Books And Supplies Replenish Laptops/keyboards
2000	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)
21092	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)
5000	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)
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Para Support for EL'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.

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)
2000	LCFF 1000-1999: Certificated Personnel Salaries Kinder transition workshop-Teacher extra pay
2000	LCFF 4000-4999: Books And Supplies Kinder parent transitional workshop materials
2000	LCFF 2000-2999: Classified Personnel Salaries Extra support with translations
2000	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
10000	LCFF 4000-4999: Books And Supplies Instruments
1137	Title I 4000-4999: Books And Supplies Music books

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
5000	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: 2022-23

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 spent a lot of time subbing in the classroom and did not provide intervention for our students 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. We will also continue with or math lab for 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 4th grade. This year we will be adding 5th 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 5th 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 95%.	We will strive for a 96% attendance rate.
Behavior Referrals	68 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 2023 Panorama Data : Kinder- 2nd Grade Emotion Regulation:72% Self-Management:50 % Social Awareness: 70% Spring 2023 Panorama Data : 3rd-5th Grade Emotion Regulation: 61% Growth Mindset:73% Self-Management:67% Sense of Belonging:70% Social Awareness: 69% Teacher-Student Relationships: 86%	Increase postive Panorama survey results by 10% across Kinder-2nd Grade: Emotion Regulation: 82% Self-Management:60% Social Awareness: 80% Increase positive Panorama survey results by 10% across 3rd-5th Grades: Emotion Regulation:71% Growth Mindset: 83% Self-Management:77% Sense of Belonging: 80% Social Awareness:79%

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 and PBIS team will meet monthly to review behavioral expectations schoolwide using the CHAMPS framework to teach students and modify safely 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)
1500	LCFF 1000-1999: Certificated Personnel Salaries 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

Strategy/Activity

Will earn positive behavior incentives through the use of GROWL tickets which reinforce the school's PBIS 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)

1500	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

Strategy/Activity

Students and staff will participate in Panorama survey for data collection related to student and staff perceived social emotional health and safety.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	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

All students will participate in Tier 1 social emotional lessons and community circles in the classroom to foster caring connections in the classroom 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)
	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

With the implementation of restorative practices in school, suspensions and expulsions will drop by,1% to allow students the opportunity to remain in class and avoid losing learning time. Student will be able to participate in the Bear Den and have opportunities to build relationships with other classmates .

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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
5000	LCFF 4000-4999: Books And Supplies Bear Den 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.

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

Campus Assistant support in designated safety areas including before school and after school bus supervision, cafeteria supervision, crossing guard, and gate dismissal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I 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: 2022-23

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 93% attendance rate. This year our percent was a little higher 94% attendance rate. We had students out due to Covid-19, but our numbers in attendance are increasing. 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 68. Our number are also coming down. We will try to reduce the referrals by 10 %, and we made our goal. 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 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 10 parents attended ELAC - an average of 10 parents attended SSC - an average of 10 parents 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)
3000	Title I 2000-2999: Classified Personnel Salaries Child care, clerical extra help
12000	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)
3000	Title I 1000-1999: Certificated Personnel Salaries Counselor extra support for parent nights
2,182	Title I 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)
1000	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)
4120	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)
3000	Title I 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: 2022-23

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 ParentlSquard 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	$202,341.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$51,421.00
Title III	$32,076.00

Subtotal of additional federal funds included for this school: $83,497.00

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	$112,702.00
LCFF - Intervention	$6,142.00

Subtotal of state or local funds included for this school: $118,844.00

Total of federal, state, and/or local funds for this school: $202,341.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	51,421	0.00
Title III	32,076	0.00
LCFF	112,702	0.00
LCFF - Intervention	6,142	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	112,702.00
LCFF - Intervention	6,142.00
Title I	51,421.00
Title III	32,076.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	14,500.00
2000-2999: Classified Personnel Salaries	LCFF	10,335.00
4000-4999: Books And Supplies	LCFF	81,867.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,142.00
1000-1999: Certificated Personnel Salaries	Title I	41,284.00
2000-2999: Classified Personnel Salaries	Title I	9,000.00
4000-4999: Books And Supplies	Title I	1,137.00

1000-1999: Certificated Personnel Salaries	Title III	2,000.00
4000-4999: Books And Supplies	Title III	4,120.00
5000-5999: Services And Other Operating Expenditures	Title III	25,956.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	160,039.00
Goal 2	11,000.00
Goal 3	31,302.00

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
Mireya Zendejas	Classroom Teacher
Josie Noyola	Classroom Teacher
Marisol Hernandez	Classroom Teacher
Cristina Jimenez-Sanchez	Other School Staff
Liliana Caldera	Parent or Community Member
Erica Kempton	Parent or Community Member
Daniel Chavez	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 5/30/23.

Attested:

Principal, Rosaura Castellanos on 5/30/23
SSC Chairperson, Daniel Chavez on 5/30/23

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	5.30.23
	English Learner Advisory Committee	5.5.23

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 6/12/23.

Attested:

Principal, Rosaura Castellanos on 5.30.23

SSC Chairperson, Daniel Chavez on 5.30.23

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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.

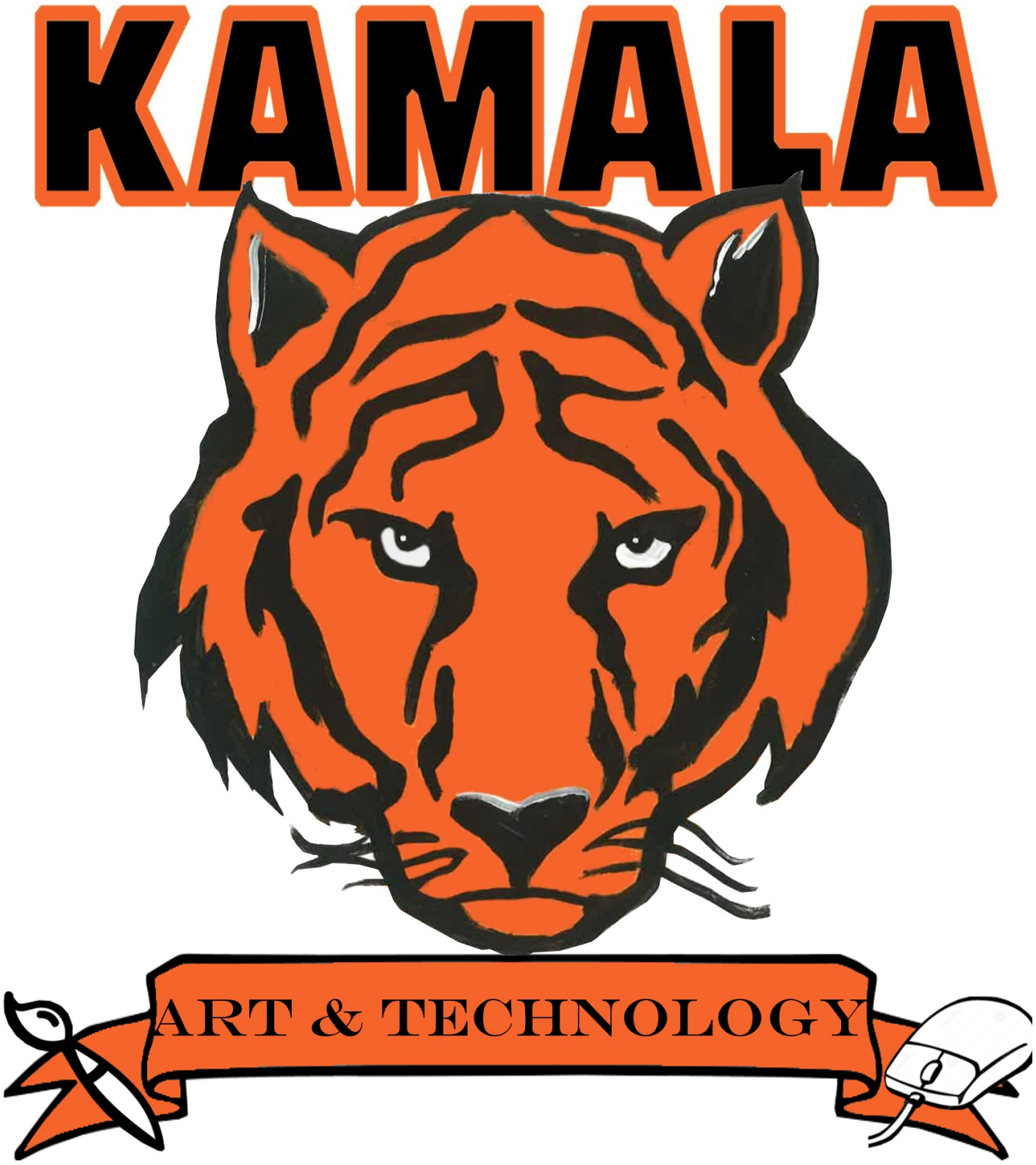
Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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: **2023-24**



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		

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.

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Biliteracy 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 PBIS, working with staff to build common expectations and form strong relationships with students, as we know this contributes to a safe, positive environment for our entire school community.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.

Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites;

Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.
All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

The staff of Kamala School is working to put into place the district's strategic plan by building 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 the analysis of data to drive instruction are the focal points for our work as a community of professionals. 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 primary grades. An intervention specialist will provide both push-in and pull-out support for students below grade level. However, we believe that it is not in the area of pull-out intervention, but rather in that of primary instruction that we can most impact student achievement. To this end, teachers are committed to providing meaningful, differentiated learning opportunities for students based on analysis of assessments and other data. Student monitoring meetings with grade-level teams and administration provide an additional structure for data analysis and meaningful planning.

Our Biliteracy program is now in its tenth year. During the 23-24 school year, all classes in kindergarten through fifth grade will be DLI classes, in which teachers use thematic units, integrating content and literacy in rigorous instruction designed to meet the needs of emerging bilinguals.

We are committed to ensuring that all students succeed. For our English learners, teachers foster oracy and make connections between languages, ensuring that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD. Our students with disabilities have access to the general education curriculum with appropriate accommodations and/or modifications, as specified in their IEP. Moreover, a high level of collaboration between general and special education teachers ensures access for all students. For students experiencing homelessness, our outreach coordinator and healthy start social worker (housed on site) help ensure that basic needs are met, so that learning can occur.

Students in 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 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 continuing high levels of parent participation in such events as ELAC meetings and cafe con nosotros.

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to the performance or our students experiencing homelessness. The CDE makes this determination based on previous student performance from state-mandated assessments and data collection. We have identified strategies/activities to address this, such as a full-time social worker assigned to our site, and continued work by our counselor and outreach coordinator to identify the needs of all students, including those experiencing homelessness. By first supporting with basic needs, we will be able to then move on to see academic growth as well.

"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. Our focus continues to be building strong relationships with students and focusing on data-driven, 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 work diligently to help all students feel safe, connected, valued, and appropriately challenged.

Three site goals incorporate ideas from the leadership team and our grade level PLCs. We will work on data-driven, 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)

ADD DATA FROM SBAC

As we analyze STAR 360 data, we find areas for celebration as well as areas of need. While a comparison of the data from end of year 2022 to Spring 2023 shows improvements in early English reading and math (4.5%, and 11.2% respectively, we remain below the district proficiency goals in both 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 2022-2023 school year and will continue.

During the 2022-2023 school year, teachers began to meet with administrators every three weeks to analyze lesson plans and formative assessments to ensure that lessons were standards-based, assessment data were integrated into primary instruction, and interventions were based on needs as determined by assessment data. These meetings proved highly effective in standardizing high leverage, research base practices. Therefore, we plan to continue and enhance these meetings during the 2023-2024 school year by dedicating more time for meetings with each grade level.

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 four times during the year, and interventions will be targeted based on student need. Students showing a need for intervention will test more frequently and be progress monitored to determine the extent to which interventions are proving effective. During the school year, the principal meets either individually or in grade level groups 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. 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 SBAC score reports, ELPAC score reports, report cards, 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 2022. 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.

Educational Partner 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.

A lack of paraeducators has meant that our middle school special education students did not have a paraeducator in their SAI ELA class for four months of the 22-23 school year. Difficulties in staffing

also caused our school to have fewer campus supervisors than planned for in our 2022-2023 SPSA, which has an impact on campus safety.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	0.60%	0.21%	4	6	2
Asian	0.2%	0.20%	0.21%	2	2	2
Filipino	0.3%	0.20%	0.21%	3	2	2
Hispanic/Latino	97.9%	97.80%	98.11%	1,022	976	934
Pacific Islander	%	%	0%			0
White	1.0%	0.90%	0.95%	10	9	9
Multiple/No Response	0.3%	0.30%	0.32%	3	3	3
			Total Enrollment	1,044	998	952

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	93	94	92
Grade 1	95	93	92
Grade 2	119	93	93
Grade3	116	111	94
Grade 4	113	104	108
Grade 5	137	107	100
Grade 6	144	144	109
Grade 7	124	135	135
Grade 8	103	117	129
Total Enrollment	1,044	998	952

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 had both a DLI and SEI program in grades 5-8 while in grades K-4, all classes were 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	630	658	620	60.30%	65.9%	65.1%
Fluent English Proficient (FEP)	283	225	221	27.10%	22.5%	23.2%
Reclassified Fluent English Proficient (RFEP)	42			6.7%		

Conclusions based on this data:

The percentage of English Learners has remained similar for the past two years, in the 65% range. We believe our high reclassification rate is related to high quality integrated and designated ELD instruction that focuses on listening, speaking, reading, and writing, while celebrating the bilingualism and multilingualism of our students. 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. Intervention has been provided for these students, and these interventions will continue. All interventions are based on reviews of SBAC, ELPAC, and/ or STAR data. Students in the primary grades benefit from oracy development in our biliteracy classes, which provides a strong foundation for reading and writing. A schoolwide focus on progress monitoring and universal access groups benefit our LTELs and EL students.

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	96	49	51%	23	24%	10	10%	14	15%	3	704
Grade 1	94	34	36%	15	16%	8	9%	37	39%	4	793
Grade 2	7	7	100%	0	0%	0	0%	0	0%	1	735

Conclusions based on this data:

STAR Early Literacy 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.

Kamala 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.

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. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.

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	91	44	48%	25	27%	12	13%	10	11%	1	869
Grade 3	95	59	62%	25	26%	7	7%	4	4%	1	891
Grade 4	105	56	53%	22	21%	17	16%	10	10%	1	964
Grade 5	109	54	50%	23	21%	24	22%	8	7%	1	994
Grade 6	109	41	38%	33	30%	30	28%	5	5%	2	1019
Grade 7	107	73	68%	18	17%	12	11%	4	4%	1	956
Grade 8	109	51	47%	25	23%	26	24%	7	6%	2	1053

Conclusions based on this data:

When comparing STAR end of year data 21-22 to 22-23 there is an increase of students at level 3 and 4 in majority of the grade levels. This is due to the commitment to purposeful planning, targeted instruction, and data analysis to inform teaching.

Kamala teachers and staff have established our goals and vision with this data at the forefront. Teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry.

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. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards-based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.

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	95	24	25%	44	46%	21	22%	6	6%	2	840
Grade 2	92	28	30%	31	34%	25	27%	8	9%	2	904
Grade 3	96	49	51%	33	34%	12	13%	2	2%	1	928
Grade 4	106	46	43%	37	35%	18	17%	5	5%	2	979
Grade 5	108	52	48%	34	31%	12	11%	10	9%	1	1026
Grade 6	103	47	46%	32	31%	19	18%	5	5%	1	1035
Grade 7	88	62	70%	21	24%	4	5%	1	1%	1	1009
Grade 8	109	78	72%	20	18%	5	5%	6	6%	1	1033

Conclusions based on this data:

When comparing STAR end of year data 21-22 to 22-23 there is an increase of students at level 3 and 4 in majority of the grade levels. This is because of the commitment to purposeful planning, targeted instruction, and data analysis to inform teaching.

Kamala teachers and staff have established our goals and vision with this data at the forefront. Teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry.

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. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards-based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		112			107			107			95.5	
Grade 4		106			104			104			98.1	
Grade 5		110			110			110			100.0	
Grade 6		138			136			136			98.6	
Grade 7		132			124			124			93.9	
Grade 8		121			118			118			97.5	
All Grades		719			699			699			97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2335.			0.93			9.35			21.50			68.22	
Grade 4		2418.			11.54			11.54			26.92			50.00	
Grade 5		2460.			5.45			31.82			22.73			40.00	
Grade 6		2464.			4.41			13.97			41.18			40.44	
Grade 7		2490.			4.03			22.58			29.84			43.55	
Grade 8		2501.			0.85			25.42			33.90			39.83	
All Grades	N/A	N/A	N/A		4.43			19.17			29.90			46.49	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.61			49.53			44.86	
Grade 4		5.77			67.31			26.92	
Grade 5		9.09			57.27			33.64	
Grade 6		8.09			50.74			41.18	
Grade 7		4.84			66.94			28.23	
Grade 8		5.93			53.39			40.68	
All Grades		6.58			57.37			36.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.93			41.12			57.94	
Grade 4		7.69			53.85			38.46	
Grade 5		10.00			57.27			32.73	
Grade 6		5.15			51.47			43.38	
Grade 7		11.29			50.00			38.71	
Grade 8		4.24			55.93			39.83	
All Grades		6.58			51.65			41.77	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.74			68.22			28.04	
Grade 4		5.77			67.31			26.92	
Grade 5		3.64			80.00			16.36	
Grade 6		10.29			73.53			16.18	
Grade 7		8.06			64.52			27.42	
Grade 8		5.93			72.03			22.03	
All Grades		6.44			70.96			22.60	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			59.81			40.19	
Grade 4		13.46			59.62			26.92	
Grade 5		6.36			68.18			25.45	
Grade 6		5.15			65.44			29.41	
Grade 7		11.29			62.10			26.61	
Grade 8		5.93			68.64			25.42	
All Grades		7.01			64.09			28.90	

Conclusions based on this data:

Based on preliminary data, the percentage of students comparing 21-22 data to 22-23 data scoring at the Met/Exceeded achievement levels increased for several grade levels.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices.

In addition to continuing the focus from last year, the staff will continue with:
1. Backwards mapping (standards-based, report card outcomes, and assessment calendar)
2. Progress monitoring for ALL students.

3. Developing and reviewing results of Common Formative Assessments with grade levels and comparing data to local assessments (STAR test)

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		112			107			107			95.5	
Grade 4		106			104			104			98.1	
Grade 5		110			109			109			99.1	
Grade 6		138			136			136			98.6	
Grade 7		132			125			125			94.7	
Grade 8		121			118			117			97.5	
All Grades		719			699			698			97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2355.			3.74			7.48			28.97			59.81	
Grade 4		2419.			4.81			14.42			32.69			48.08	
Grade 5		2432.			3.67			11.93			22.94			61.47	
Grade 6		2415.			1.47			4.41			17.65			76.47	
Grade 7		2430.			1.60			4.80			25.60			68.00	
Grade 8		2440.			0.00			4.27			25.64			70.09	
All Grades	N/A	N/A	N/A		2.44			7.59			25.21			64.76	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.80			43.93			53.27	
Grade 4		7.69			39.42			52.88	
Grade 5		4.59			33.03			62.39	
Grade 6		2.21			17.65			80.15	
Grade 7		1.60			31.20			67.20	
Grade 8		0.00			40.17			59.83	
All Grades		3.01			33.52			63.47	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.61			36.45			57.94	
Grade 4		1.92			49.04			49.04	
Grade 5		3.67			49.54			46.79	
Grade 6		1.47			35.29			63.24	
Grade 7		0.80			48.00			51.20	
Grade 8		0.85			45.30			53.85	
All Grades		2.29			43.70			54.01	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.74			51.40			44.86	
Grade 4		6.73			55.77			37.50	
Grade 5		2.75			45.87			51.38	
Grade 6		1.47			50.74			47.79	
Grade 7		2.40			56.00			41.60	
Grade 8		0.85			48.72			50.43	
All Grades		2.87			51.43			45.70	

Conclusions based on this data:

Based on CAASPP preliminary data, the percentage of students scoring at the Met/Exceeded achievement levels increased for several grade levels.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices.

In addition to continuing the focus from last year, the staff will continue with:
1. Using backwards mapping (standards-based, report card outcomes, and assessment calendar).
2. Intentionally tracking student progress for ALL students.
3. Developing and reviewing results of Common Formative Assessments with grade levels and comparing data to local assessments (STAR test)

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1406.8		*	1423.1		*	1368.3		4	81	
1	*	1427.4		*	1453.2		*	1401.0		*	72	
2	1462.7	1454.5		1461.8	1456.9		1463.1	1451.6		89	74	
3	1485.8	1485.8		1486.1	1486.3		1485.1	1484.7		96	89	
4	1487.9	1513.0		1487.1	1513.1		1488.3	1512.4		79	78	
5	1508.2	1533.1		1502.8	1533.8		1513.1	1531.9		70	71	
6	1507.0	1533.3		1494.1	1525.5		1519.3	1540.8		53	69	
7	1529.4	1543.0		1524.8	1536.4		1533.6	1549.2		29	51	
8	1565.0	1584.0		1566.1	1593.5		1563.4	1574.1		23	29	
All Grades										445	614	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.64		*	28.40		*	38.27		*	24.69		*	81	
1	*	2.78		*	20.83		*	43.06		*	33.33		*	72	
2	7.87	4.17		37.08	31.94		37.08	40.28		17.98	23.61		89	72	
3	17.02	12.36		25.53	31.46		41.49	40.45		15.96	15.73		94	89	
4	7.59	16.67		31.65	46.15		34.18	29.49		26.58	7.69		79	78	
5	7.14	30.99		42.86	33.80		28.57	21.13		21.43	14.08		70	71	
6	2.44	26.09		34.15	40.58		48.78	26.09		14.63	7.25		41	69	
7	4.35	24.00		43.48	44.00		47.83	26.00		4.35	6.00		23	50	
8	18.18	37.93		63.64	51.72		18.18	10.34		0.00	0.00		22	29	
All Grades	9.43	16.20		36.08	35.02		36.79	32.57		17.69	16.20		424	611	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.58		*	29.63		*	32.10		*	24.69		*	81	
1	*	12.50		*	43.06		*	34.72		*	9.72		*	72	
2	13.48	12.50		34.83	31.94		43.82	38.89		7.87	16.67		89	72	
3	24.47	20.22		46.81	42.70		17.02	24.72		11.70	12.36		94	89	
4	22.78	33.33		36.71	53.85		31.65	6.41		8.86	6.41		79	78	
5	24.29	45.07		57.14	40.85		14.29	5.63		4.29	8.45		70	71	
6	2.44	34.78		56.10	44.93		36.59	14.49		4.88	5.80		41	69	
7	13.04	28.00		56.52	60.00		30.43	6.00		0.00	6.00		23	50	
8	36.36	65.52		45.45	27.59		18.18	6.90		0.00	0.00		22	29	
All Grades	19.58	26.51		45.52	41.90		27.59	20.46		7.31	11.13		424	611	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1.23		*	12.35		*	54.32		*	32.10		*	81	
1	*	5.56		*	5.56		*	25.00		*	63.89		*	72	
2	6.74	5.56		37.08	26.39		26.97	26.39		29.21	41.67		89	72	
3	7.45	5.62		15.96	21.35		44.68	44.94		31.91	28.09		94	89	
4	5.06	6.41		18.99	32.05		34.18	42.31		41.77	19.23		79	78	
5	4.29	15.49		14.29	29.58		51.43	33.80		30.00	21.13		70	71	
6	2.44	5.80		19.51	30.43		41.46	52.17		36.59	11.59		41	69	
7	4.35	10.00		17.39	38.00		65.22	38.00		13.04	14.00		23	50	
8	13.64	20.69		36.36	37.93		45.45	37.93		4.55	3.45		22	29	
All Grades	5.90	7.36		22.17	24.39		41.27	39.93		30.66	28.31		424	611	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	12.35		*	64.20		*	23.46		*	81	
1	*	25.35		*	70.42		*	4.23		*	71	
2	20.22	15.28		71.91	70.83		7.87	13.89		89	72	
3	33.70	28.09		53.26	60.67		13.04	11.24		92	89	
4	29.87	50.00		53.25	44.87		16.88	5.13		77	78	
5	11.94	23.94		76.12	64.79		11.94	11.27		67	71	
6	7.69	18.84		79.49	65.22		12.82	15.94		39	69	
7	13.04	16.00		69.57	80.00		17.39	4.00		23	50	
8	40.91	37.93		50.00	55.17		9.09	6.90		22	29	
All Grades	23.37	24.92		64.34	63.77		12.29	11.31		415	610	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	20.99		*	48.15		*	30.86		*	81	
1	*	12.50		*	73.61		*	13.89		*	72	
2	11.24	22.22		71.91	62.50		16.85	15.28		89	72	
3	32.26	32.58		58.06	56.18		9.68	11.24		93	89	
4	32.00	34.62		54.67	58.97		13.33	6.41		75	78	
5	54.41	67.14		39.71	24.29		5.88	8.57		68	70	
6	25.00	54.55		62.50	39.39		12.50	6.06		40	66	
7	52.17	59.18		47.83	28.57		0.00	12.24		23	49	
8	42.86	64.29		57.14	35.71		0.00	0.00		21	28	
All Grades	32.05	37.69		57.35	49.59		10.60	12.73		415	605	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1.25		*	71.25		*	27.50		*	80	
1	*	8.33		*	29.17		*	62.50		*	72	
2	17.98	6.94		55.06	55.56		26.97	37.50		89	72	
3	9.68	3.37		48.39	48.31		41.94	48.31		93	89	
4	3.80	2.56		44.30	66.67		51.90	30.77		79	78	
5	7.14	22.86		60.00	58.57		32.86	18.57		70	70	
6	9.76	8.70		43.90	55.07		46.34	36.23		41	69	
7	4.35	10.00		43.48	64.00		52.17	26.00		23	50	
8	13.64	21.43		59.09	53.57		27.27	25.00		22	28	
All Grades	9.93	8.22		51.06	55.76		39.01	36.02		423	608	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.64		*	59.26		*	32.10		*	81	
1	*	1.39		*	45.83		*	52.78		*	72	
2	11.24	9.72		51.69	50.00		37.08	40.28		89	72	
3	12.22	13.48		58.89	70.79		28.89	15.73		90	89	
4	6.49	17.95		71.43	70.51		22.08	11.54		77	78	
5	4.55	22.54		74.24	64.79		21.21	12.68		66	71	
6	7.69	24.64		79.49	73.91		12.82	1.45		39	69	
7	0.00	12.00		100.00	82.00		0.00	6.00		22	50	
8	9.09	13.79		90.91	86.21		0.00	0.00		22	29	
All Grades	8.27	13.75		68.37	65.14		23.36	21.11		411	611	

Conclusions based on this data:

The data shows that the trend of reclassifying more students each year continues.

Kamala continues to have one of the highest numbers of students who take the ELPAC test in OSD and continue to have one of the highest number of students who are reclassified.

The Kamala staff plans to create a plan to identify EL's in the classroom early and provide differentiated instruction and interventions as needed. In addition, we plan on hosting a ELPAC "Boot Camp" to prepare students to take the test. We plan on holding the ELPAC Boot Camp for a total of 6 weeks. We also plan on sending Kamala staff to CABE, a conference focused on supporting English Learners, with the intention of finding modern evidence-based teaching strategies for EL students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
998	**96.3**	**65.9**	**0.1**
Total Number of Students enrolled in Kamala School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	658	65.9
Foster Youth	1	0.1
Homeless	88	8.8
Socioeconomically Disadvantaged	961	96.3
Students with Disabilities	123	12.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.6
American Indian		
Asian	2	0.2
Filipino	2	0.2
Hispanic	976	97.8
Two or More Races	3	0.3
Pacific Islander		
White	9	0.9

Conclusions based on this data:

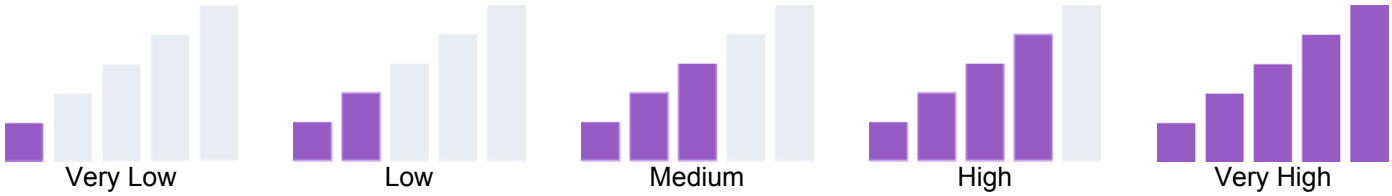
Our high level of English learners underscores the need for effective, research-based designated, and integrated ELD. As a result, there would be an intentional focus on ELD instructional strategies within the professional learning communities during staff collaboration time. Through a three-week cycle and data analysis of Star 360, student learning will be assessed to determine the need for additional interventions and support structures.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: High		

Conclusions based on this data:

Our school must implement research based, data-driven instructional strategies designed to improve student performance in ELA and math. Additionally, We must commit to meaningfully incorporating PBIS to reduce our suspension rate. Finally, Strategies for reducing chronic absenteeism, including building strong relationships with students and parents, ensuring that barriers to attendance are removed, and maintaining and engaging curriculum, are needed.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

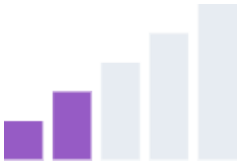
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
62.0 points below standard	70.7 points below standard	1 Student
678 Students	524 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
75.4 points below standard	63.6 points below standard	147.8 points below standard
54 Students	661 Students	88 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 62.2 points below standard 663 Students	No Performance Level 2 Students		No Performance Level 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.6 points below standard	17.9 points below standard	51.1 points below standard
370 Students	154 Students	73 Students

Conclusions based on this data:

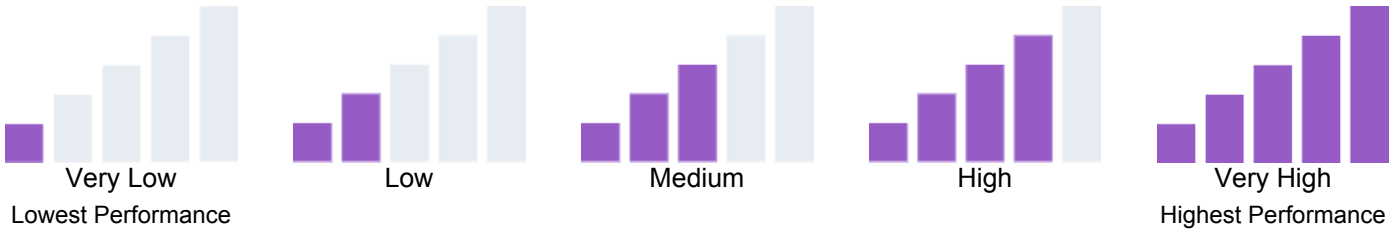
Our students experiencing homelessness are notably lower than other students in ELA. We must ensure that basic needs for these students are met so that we can remove this barrier to success. Additionally, our English learnings are notably lower than other students in ELA. We must provide high quality, research-based designated and integrated ELD instruction. Finally, our students with disabilities are notably lower than other students in ELA. We must ensure that student goals and accommodations on IEPs are closely aligned with needs, and that goals are targeted and accommodations provided in both the general and special education classroom.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

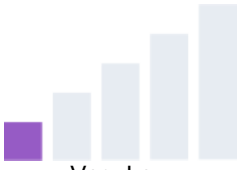
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
111.1 points below standard	113.1 points below standard	1 Student
677 Students	523 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
109.8 points below standard	112.4 points below standard	176.0 points below standard
54 Students	660 Students	89 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 111.7 points below standard 662 Students	No Performance Level 2 Students		No Performance Level 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
122.7 points below standard 370 Students	90.1 points below standard 153 Students	114.4 points below standard 73 Students

Conclusions based on this data:

With the exception of students with disabilities, all subgroups are fairly similar in math, and all are very low. We need to ensure that we are providing a robust research-based math curriculum during first instruction. Students with disabilities are scoring notably lower than other students in math. We must review the goals and accommodations provided to students with disabilities to ensure they close match the needs of the students.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

64.4 making progress towards English language proficiency

Number of EL Students: 360 Students

Performance Level: 4

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.

2022 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
7.5%	28.1%	0.0%	64.4%

Conclusions based on this data:

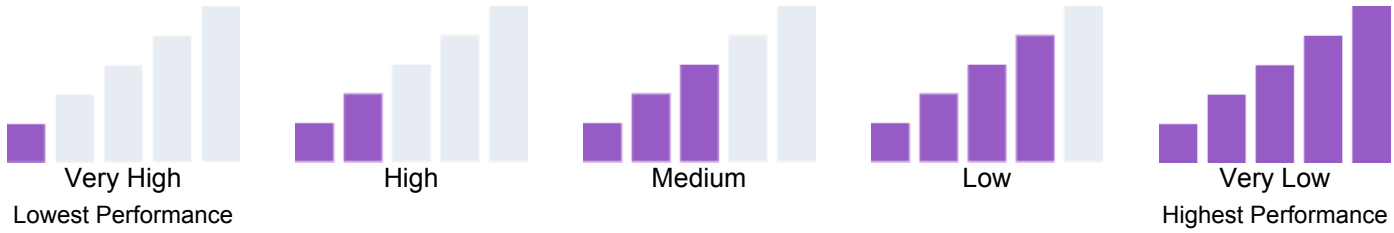
A strong majority of our students progressed at least one ELPI level. Our high level of students making progress towards English proficiency indicates that our ELD instruction is having success. Even with this success, targeted intervention is needed for students who decreased an ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

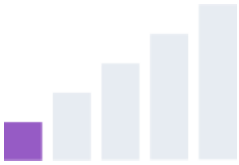
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
24.7% Chronically Absent	25.8% Chronically Absent	Less than 11 Students
1029 Students	685 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
27.7% Chronically Absent	24.7% Chronically Absent	30.1% Chronically Absent
101 Students	998 Students	143 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
4 Students		2 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		No Performance Level
24.8% Chronically Absent	Less than 11 Students		Less than 11 Students
1009 Students	3 Students		9 Students

Conclusions based on this data:

The chronic absence rate is high for all students. The school must emphasize the importance of attendance, build relationships with families, remove barriers to attendance, and ensure that students who are at school have an engaging, enjoyable experience. The chronic absence rate is even higher for students experiencing homelessness than for other students. It is important to ensure that the school supports with basic needs, as this can be a barrier to school attendance for these students. Additionally, the chronic absence rate is notably higher for students with disabilities than for other students. Students with disabilities are at risk of becoming disengaged from school due to feeling that they cannot be successful. We must create opportunities for success for these students, even as we hold them to high standards.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	2	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

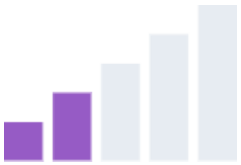
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
3.7% suspended at least one day	2.9% suspended at least one day	Less than 11 Students
1053 Students	695 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	High	Very High
2.8% suspended at least one day	3.7% suspended at least one day	6.9% suspended at least one day
107 Students	1017 Students	145 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
6 Students		2 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level		No Performance Level
3.8% suspended at least one day	Less than 11 Students		Less than 11 Students
1031 Students	3 Students		9 Students

Conclusions based on this data:

Our suspension rate is high for all students. Our school must meaningfully explore alternatives to suspension and commit ourselves to PBIS as a means of improving schoolwide culture. Our suspension rate for students with disabilities is notably higher than for other students. We must ensure that behavioral concerns are addressed proactively in the IEP, through social/ emotional/ behavioral goals and/or a positive behavior intervention plan, so that such students are suspended less frequently. These data may relate to data on chronic absenteeism, since students who are frequently suspended may get the message that school attendance is not important. Thus, improving these data will likely have a positive impact in multiple 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 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
Star Early Literacy	%At/Above Benchmark for EOY 22-23: Kindergarten: 9.7% (English) 49% (Spanish) 20.9% of students making growth above the 35th percentile (English) %At/Above Benchmark for EOY 22-23: Grade 1: 27% (English) 85% (Spanish) 51.7% of students making growth above the 35th percentile (English)	At least 65% of students will have an SGP of 35 or more.
Star Reading	%At/Above Benchmark for EOY 22-23:	At least 65% of students will have an SGP of 35 or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 2: 37.6% (English) 37.5% (Spanish) 54.6% of students making growth above the 35th percentile Grade 3: 27.5% (English) 38.9% (Spanish) 62.9% of students making growth above the 35th percentile Grade 4: 34.6% (English) 44.2% (Spanish) 61.4% of students making growth above the 35th percentile Grade 5: 32.4% (English) 69% (Spanish) 69.7% of students making growth above the 35th percentile Grade 6: 30.5% (English) 62% (Spanish) 59.9% of students making growth above the 35th percentile Grade 7: 21.1% 79.8% of students making growth above the 35th percentile Grade 8: 18% 65.7% of students making growth above the 35th percentile	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math	%At/Above Benchmark for EOY 22-23: Grade1: 64% 49.4% of students making growth above the 35th percentile Grade 2: 57% 69% of students making growth above the 35th percentile Grade 3: 34% 39.4% of students making growth above the 35th percentile Grade 4: 47.6% 58.3% of students making growth above the 35th percentile Grade 5: 46.5% 64% of students making growth above the 35th percentile Grade 6: 44.9% 66% of students making growth above the 35th percentile Grade 7: 30.4% Grade 8: 29.4%	At least 65% of students will have an SGP of 35 or more
CAASPP ELA grades 3-8	% Met/Exceeded for 22-23 (prelminary): Grade 3: 8% Grade 4: 21%	At least 5% of students in each band level will move to a higher band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 5: 36% Grade 6: 31% Grade 7: 21% Grade 8: 37%	
CAASPP Math grades 3-8	% Met/Exceeded for 22-23 (prelminary): Grade 3: 12% Grade 4: 22% Grade 5: 18% Grade 6: 15% Grade 7: 4% Grade 8: 9%	At least 5% of students in each band level will move to a higher band.
English Learners Reclassification rate	In 22-23, 79 students were designated Reclassified Fluent English Proficient following the district's reclassification procedures.	Increase EL Reclassification rate 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 will engage in meetings with the admin team every three weeks. These meetings will focus on data driven instruction, as teachers will present, and receive feedback on, lesson plans, formative assessments, and interventions. 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, as well as 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)
27170	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract with ArtTrek to provide enrichment for students while teachers are pulled to participate in data driven instruction 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

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)
2429	Title I 1000-1999: Certificated Personnel Salaries Teacher hourly rate for extra hours
799	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)
4000	LCFF 4000-4999: Books And Supplies Cost of computer equipment and software
26819	LCFF 4000-4999: Books And Supplies Cost of and materials and supplies
1000	Title I 4000-4999: Books And Supplies Materials for art strand
1000	Title I 4000-4999: Books And Supplies Materials for electives
6929	Title III 4000-4999: Books And Supplies Books and materials for ELD Classes and to support the integration of ELD within standards-based instruction

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)
2000	LCFF 4000-4999: Books And Supplies

	Books to support the integration of authentic Spanish literature in DLI units
2084	Title III 4000-4999: Books And Supplies Books to support the integration of ELD instruction within 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). Every six weeks, they will meet individually with an administrator to review the results of this progress monitoring and determine next steps. These meetings will be integrated within the existing "three week cycle" 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)
	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)
22000	LCFF 4000-4999: Books And Supplies Cost of materials, supplies, warehouse charges, and equipment
3000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance agreements and services
2000	LCFF 5000-5999: Services And Other Operating Expenditures Cost of repairs, rentals and leases

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

Students not making progress towards reaching grade level proficiency, as determined by progress monitoring, will receive intervention. This intervention will begin with tier one support in the classroom, and will progress to tier two or three support if needed. Decisions about moving from tier one support to tier two support or from tier two support to tier three support will be based on data collected in classroom assessments, including STAR 360, IABs, and common formative assessments. Interventions will include a literacy intervention teacher (LIT) and an intervention service provider (ISP).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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)
23814	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Cost of personnel (Intervention Service Provider)
3000	LCFF - Intervention 4000-4999: Books And Supplies Intervention Materials and supplies
5437	LCFF - Intervention 3000-3999: Employee Benefits Cost of benefits for ISP

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)
	ELOP 1000-1999: Certificated Personnel Salaries Teacher hourly salary for after school tutoring

6000	Title III 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring in ELD
1370	Title III 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)
1000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions, licenses, and apps
1000	LCFF 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 meetings with student success teams 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)
3000	LCFF 1000-1999: Certificated Personnel Salaries Floating substitute to release teachers to meet during SST and 504 meetings.
2000	LCFF 4000-4999: Books And Supplies Purchase materials (core discs, sensory items, etc.) to provide individualized support based on the needs identified through MTSS model
685	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 Coordinator

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 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 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

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)
5000	LCFF 1000-1999: Certificated Personnel Salaries Cost of floating substitutes to release teachers during IEP meetings
1442	LCFF 3000-3999: Employee Benefits 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 enrolled in the AVID program

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)
5580	Title I 2000-2999: Classified Personnel Salaries

	Cost of AVID tutors in addition to those provided by the district
1000	LCFF 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
1970	Title I 3000-3999: Employee Benefits Classified Benefits
342	Title I 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

Strategy/Activity

Use teachers on special assignment (TOSAs) to provide support and guidance for all teachers, with a special focus on teachers implementing DLI units and ELD teachers. Support and guidance will focus on p planning and development unit plans, leading to the implementation units with fidelity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Cost of TOSAs
2000	LCFF 1000-1999: Certificated Personnel Salaries Cost of substitute teachers to release teachers to work with 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 Students

Strategy/Activity

Conduct Leadership Team meetings at least once/month to plan for upcoming 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 additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English 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 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

To support academic instruction focusing on enhancing the PLC model, developing the School Leadership team, utilizing the 4 critical questions, and supporting administration as a leader.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
58,300	LCFF 5800: Professional/Consulting Services And Operating Expenditures 3E Consulting Group (Daryton Ramsey)

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 a paraeducator to support teachers with small group 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)
3750	Title III 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
1324	Title III 3000-3999: Employee Benefits Certificated 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

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)
1500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Entrance fees for field trips and costs of assemblies
4550	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs for field trips
4000	LCFF 5000-5999: Services And Other Operating Expenditures Transportation costs for field trips

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 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)
4000	LCFF 5000-5999: Services And Other Operating Expenditures Conference/training registration and fees

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

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 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 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 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 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 Outreach coordinator
	District Funded 4000-4999: Books And Supplies Furniture/ Supplies for Healthy Start Counselor

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 students and foster youth

Strategy/Activity

Counselors will support the social emotional needs of students, including students experiencing homelessness, 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 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in Grades 6-8

Strategy/Activity

Administrators and counselors 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 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, 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: 2022-23

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 the 22-23 school year, we found that in most grade levels, the majority of students were improving (based on having an SGP of 35 or above). We

believe this is an indicator that the strategies and actions included in last year's plan were effective in reaching our goals. Specifically, the implementation three week cycles, where teachers shared lesson plans and formative assessments with colleagues, was an effective way to support the planning of effective, standards-based instruction. 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.

We were able to implement the expenditures as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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.

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	100 Student Suspensions in 2022-2023 (through May 27, 2023)	Decrease the suspension rate by 10%
Attendance rate	27% of students chronically absent (absent 10% of days or more)	Decrease the chronic absenteeism rate by 10%
Panorama Data	Winter 2023 Panorama student data find, in elementary grades, areas of strength in teacher/ student relationships, engagement, sense of belonging, and growth mindset, and areas of challenge in social awareness, emotion regulation, and self-management. For middle school grades, there is a small relative strength in emotion regulation, but all areas assessed are areas of challenge.	Embed social-emotional learning in class lessons to increase all areas assessed on the Panorama survey 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

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)
1000	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

The PBIS committee will meet once a month, to identify areas of need and opportunities to improve 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
1000	LCFF 4000-4999: Books And Supplies Materials to support PBIS, including 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.

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	LCFF 2000-2999: Classified Personnel Salaries Extra hours for Campus Assistants

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)
	Title I 5800: Professional/Consulting Services And Operating Expenditures Art Trek Enrichment Program included in Goal 1, Activity 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

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

Mindset Academy will provide a kick-off assembly for all students, four sessions during class time for students in grades 5-8, and four parent workshops. Sessions will focus on having a growth mindset, overcoming adversity, remaining engaged, and emotion regulation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
56000	Title I 5800: Professional/Consulting Services And Operating Expenditures Cost of Mindset Academy Program

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

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 improve student and staff culture, pride, and sense of belonging

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

Amount(s)	Source(s)
8391	LCFF 4000-4999: Books And Supplies shirts for staff and students

Annual Review

SPSA Year Reviewed: 2022-23

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 22-23 school year, our PBIS committee focused on the establishment of school-wide expectations. We focused on such areas as behavior during lunch and recess, cell phone usage, dress code, remaining in the classroom, and proper use of technology such as district-issued iPads. While our instances of student suspensions increased sharply, informal observations suggest that students followed expectations to a greater degree than in the previous 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.

There are not any major differences between the intended implementation and expenditures. In addition to the items we had budgeted for, our school received funds for the development of a student wellness center. Items have been ordered, but not yet received, for the wellness center. While there was not space this year to house such a center, a location has been identified for next 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.

Next year, we will attempt to focus more on positive, proactive measures to improve student behavior and increase engagement, as opposed to primarily reacting to instances of student misbehavior. Our investment in Mindset Academy is the clearest example of this change in focus. .

In terms of setting expectations for behavior, our focus for next year will not be on implementing new expectations, but on enforcing existing ones consistently. While our instances of suspension increased, this is likely at least in part the result of greater enforcement. As enforcement continues to be high, but coupled with proactive strategies, we expect these numbers to decrease.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in ELAC	An average of 35 parents per meeting	Maintain or increase attendance levels at ELAC meetings
Parent participation in after school events	Attendance averaged 10 parents per meeting	Increase the number of parents attending evening events by 20%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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)
1000	LCFF 2000-2999: Classified Personnel Salaries Child Care
1000	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra hours
500	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 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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Custodial OT
936	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation
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.

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 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

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 5

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Provide 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)
31841	Title III 5000-5999: Services And Other Operating Expenditures Conference/training registration and 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

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)
	ELOP 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 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 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Offer family math and literacy nights to provide parents information on student learning in the classroom and how learning can be supported at home and art/technology nights to highlight work with our strand focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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: 2022-23

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. Attendance at ELAC meetings is consistently high, and parent leaders work collaboratively with school administration to create agendas that reflect parent needs.

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.

Our goal continues to be to increase parent attendance at our meetings, by having meetings at times that are convenient to parents and on topics that interest them.

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	$360,962.00

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	$174,573.00
LCFF - Intervention	$32,251.00

Subtotal of state or local funds included for this school: $206,824.00

Total of federal, state, and/or local funds for this school: $360,962.00

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	100,840	0.00
Title III	53,298	0.00
LCFF	174,573	0.00
LCFF - Intervention	32,251	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	174,573.00
LCFF - Intervention	32,251.00
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	17,500.00
2000-2999: Classified Personnel Salaries	LCFF	7,936.00
3000-3999: Employee Benefits	LCFF	2,127.00
4000-4999: Books And Supplies	LCFF	70,210.00
5000-5999: Services And Other Operating Expenditures	LCFF	13,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	60,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	23,814.00
3000-3999: Employee Benefits	LCFF - Intervention	5,437.00

4000-4999: Books And Supplies	LCFF - Intervention	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	2,429.00
2000-2999: Classified Personnel Salaries	Title I	5,580.00
3000-3999: Employee Benefits	Title I	3,111.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	4,550.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	83,170.00
1000-1999: Certificated Personnel Salaries	Title III	9,750.00
3000-3999: Employee Benefits	Title III	2,694.00
4000-4999: Books And Supplies	Title III	9,013.00
5000-5999: Services And Other Operating Expenditures	Title III	31,841.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	245,794.00
Goal 2	72,391.00
Goal 3	42,777.00

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
Daniel Galaviz	Classroom Teacher
Jennifer Manuel	Classroom Teacher
Carmen Serrano	Classroom Teacher
Brasilia Perez	Other School Staff
Irene Ortega	Parent or Community Member
Brenda Gonzalez	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 May 30, 2023.

Attested:

	Principal, Matthew Rubin on May 30, 2023
	SSC Chairperson, Brenda Gonzalez on May 30, 2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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 TK-8 School	56725386100333	June 14, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement
We have been identified for ATSI due to overall performance of the following groups: Students with disabilities, McKinney Vento(Homeless) and Chronic Absenteeism.

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 the 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 create and sustain 21st century multilingual learning environments of high intellectual performance of students. 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 fifth 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 committed to the Oxnard Empowers Strategic Plan essential pedagogical principles:
1. Identify, activate, and build on students strengths
2. Affirm student identifies by challenging the devaluation of minoritized students' identities
3. Establish powerful relationships that nurture equity and success
4. Engage students actively in the learning process
5. Create environment of enrichment that engage students' multilingual repertoires
6. Situate learning in the lives of students
7. Elicit high intellectual performances that help connect students' identities to academic engagement
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

Teachers meet in grade level teams in order to analyze data to drive instruction, use adopted materials and supplemental materials and plan rigorous lessons incorporating high quality instructional strategies. We focus on rigorous standards based 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 our professional learning communities consultant to help build capacity at the site administration level.

We will continue our implementation of 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 AVID 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 Learners. Staff and Administration will be 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 are consistent with the district focus of oracy and connection between the languages. Additionally, Lemonwood is home to the Newcomer Academy in grades 3rd-5th.

We have instituted an instructional and intervention program, using the Multi-Tiered System of Supports (MTSS) model, which is focused on addressing students' disruption of learning. Paraprofessionals have been hired to support in our K-5 classes with small group instruction. The student groups are small and the instruction is targeted to specific reading needs using our Star 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. This year, we entered Additional Targeted Support and Improvement (ATSI) status deemed by the State of California based on previous performance of our Students with Disabilities. As a result, we plan to be more intentional with scheduling of services so that students do not miss the core content. Additionally, we plan to meet with our general education teachers and special education teachers to review student data.

Our students use learning software both at school and at home to provide them with various learning opportunities. Accelerated Reader (AR) 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.

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. Each student participates in our trimester Growth Parade. Students, in collaboration with their teachers, develop areas of growth and create a poster. Student parade around the campus with their posters.

At Lemonwood School, we are committed to a student-centered instructional approach and appreciate the support of our educational partners, such as parents and community members alike.

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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. Student Engagement showcased as an area of need both via classroom observations, but also through our panorama student data also indicated that our instruction should be designed to improve student engagement. Therefore, many of our SPSA activities are based on building teacher capacity to improve student engagement and interaction during learning. We strive to facilitate independent learning versus dependent learning which is culturally responsive to our community.

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)

Star assessment data, as well as Learning Target data, was used as means of reflection on teaching practices. Site admin met with grade levels (K-5) and individual teachers to review both types of data. Individualized support was provided to teachers and grade levels by site administration and the instructional coach. Our teachers are encoruaged to teach literacy through content in order to maximize on instructional minutes. We will continue to use Star assessment (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 via Learning Target analysis. Teachers in the Dual Language program will use the summative unit assessments in both English and Spanish. This year, we will continue to focus on three week data cycles. All grade levels have worked together to solidify their guaranteed and viable curriculum to ensure equity across the grade-level classrooms. 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 learning. Discussion topics will be based on data and on the focus areas of rigorous standards based instruction. Vertical collaboration will occur once a month in order to build coherence across the instructional landscape.

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 student needs. All grade levels will have an identified time for intervention. This includes a 50-minute block of time for middle school students.

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 their English Language Arts, Math, AVID Excel, and AVID. Additionally, once a week, 6-8th students will have a 50 minute intervention or enrichment class. For Kindergarten through Fifth grade students, an identified intervention/enrichment time has been identified by grade-level spans (K-2 and 3rd-5th). This will allow teachers to team and work together to meet the needs of our students.

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 embedded into the core curriculum to support English Learners. Students in the Dual Language program will have standards delivered in both English and Spanish. Teachers and site admin will review High Quality Instructional Strategies as they relate to student outcomes during the 3 week cycle meetings. Each teacher will engage in various lesson studies with our Instructional Coach and Writing Consultants throughout the year. A math task force will work towards cohesion and coherence within the math department from K-8th grades.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents have many opportunities to engage in their students learning. We encourage parents to participate in our various parent groups: School Site Council, our Parent Teacher Association, and ELAC. Additionally, we encourage parents to participate in any of our cultural school events as well as attend our Growth Parades. During the growth parade, students and parents create posters highlighting an area of growth. We rely on parents to then join us in "cheering on" our/their students. As a site, we hold Title 1 meetings, parent-teacher conference, Back to School night, Open House and our site administration has an open door policy for all educational partners, but especially our parents. We provide parent education and ensure that parents sign our parent compact and parent involvement policy.

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. Lemonwood School teachers will continue to work with Read, Write, Think across TK-8th grade with a focus on improved instruction and building capacity.

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.

Educational Partner 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 educational partners 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 2023. 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 2023 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.

Students experiencing homelessness and students with disabilities were not targeted enough last year. As a result, we are currently under the ATSI for those two subgroups. As a result, the two groups must be intentionally identified as administrators meet with teachers and when teachers design lessons. The site administration, instructional coach, and consultants will address these student groups when they plan with teachers and also provide teachers with feedback.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.5%	0.35%	0.32%	4	3	3
Asian	0.2%	0.12%	0.11%	2	1	1
Filipino	2.1%	1.87%	1.83%	18	16	17
Hispanic/Latino	95.0%	94.85%	95.37%	829	810	885
Pacific Islander	%	0.23%	0.22%		2	2
White	2.1%	2.46%	2.16%	18	21	20
Multiple/No Response	0.2%	0.12%	0%	2	1	0
			Total Enrollment	873	854	928

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	72	138
Grade 1	90	92	72
Grade 2	90	90	93
Grade3	99	96	98
Grade 4	99	110	103
Grade 5	104	97	121
Grade 6	91	108	102
Grade 7	103	89	107
Grade 8	102	100	94
Total Enrollment	873	854	928

Conclusions based on this data:

We predominately serve students of Latino decent (95%), however it is important to consider the percentage of students from other student group to create and maintain a more inclusive campus. As indicated in the above information, our enrollment has increased this year with the addition of Transitional Kindergarten.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	554	551	616	63.50%	64.5%	66.4%
Fluent English Proficient (FEP)	221	193	175	25.30%	22.6%	18.9%
Reclassified Fluent English Proficient (RFEP)	42			7.6%		

Conclusions based on this data:

In order to increase our the number of RFEP students, we must target instruction during integrated and designated English Language Development. 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, especially our middle school students. The percent of English Learners has increased since 20-21, however this could be due to the additional of Transitional Kindergarten. It is important to review grade level specific data as it pertains to the number of Long-Term English Learners and the impact this has on middle school students and their ability to take an elective.

School and Student Performance Data

Star Early Literacy

Lemonwood TK-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	73	5	7%	4	5%	7	10%	57	78%	4	802
Grade 1	72	25	35%	12	17%	8	11%	27	38%	4	794
Grade 2	28	25	89%	3	11%	0	0%	0	0%	1	766

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 TK-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	97	56	58%	19	20%	15	15%	7	7%	1	860
Grade 3	95	47	49%	31	33%	11	12%	6	6%	1	920
Grade 4	91	56	62%	12	13%	15	16%	8	9%	1	944
Grade 5	120	67	56%	20	17%	20	17%	13	11%	1	979
Grade 6	98	36	37%	31	32%	28	29%	3	3%	2	1025
Grade 7	101	47	47%	30	30%	20	20%	4	4%	2	1038
Grade 8	89	25	28%	37	42%	22	25%	5	6%	2	1057

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 TK-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	20	29%	30	43%	18	26%	2	3%	2	833
Grade 2	96	48	50%	30	31%	14	15%	4	4%	1	877
Grade 3	95	47	49%	24	25%	15	16%	9	9%	1	941
Grade 4	102	60	59%	26	25%	16	16%	0	0%	1	953
Grade 5	124	73	59%	27	22%	22	18%	2	2%	1	1009
Grade 6	101	50	50%	41	41%	8	8%	2	2%	1	1033
Grade 7	104	56	54%	14	13%	23	22%	11	11%	1	1055
Grade 8	86	51	59%	22	26%	11	13%	2	2%	1	1046

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		101			92			92			91.1	
Grade 4		117			105			105			89.7	
Grade 5		103			94			94			91.3	
Grade 6		106			106			106			100.0	
Grade 7		94			94			94			100.0	
Grade 8		100			97			97			97.0	
All Grades		621			588			588			94.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2348.			8.70			13.04			19.57			58.70	
Grade 4		2413.			10.48			18.10			22.86			48.57	
Grade 5		2448.			6.38			20.21			29.79			43.62	
Grade 6		2485.			8.49			22.64			33.02			35.85	
Grade 7		2526.			8.51			32.98			26.60			31.91	
Grade 8		2501.			5.15			15.46			39.18			40.21	
All Grades	N/A	N/A	N/A		7.99			20.41			28.57			43.03	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.61			55.43			36.96	
Grade 4		7.62			65.71			26.67	
Grade 5		6.38			64.89			28.72	
Grade 6		5.66			57.55			36.79	
Grade 7		11.70			64.89			23.40	
Grade 8		4.12			63.92			31.96	
All Grades		7.14			62.07			30.78	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.61			32.61			59.78	
Grade 4		4.76			54.29			40.95	
Grade 5		8.51			51.06			40.43	
Grade 6		6.60			50.94			42.45	
Grade 7		17.02			60.64			22.34	
Grade 8		4.12			50.52			45.36	
All Grades		7.99			50.17			41.84	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.26			68.48			28.26	
Grade 4		7.62			70.48			21.90	
Grade 5		6.38			75.53			18.09	
Grade 6		12.26			70.75			16.98	
Grade 7		5.32			76.60			18.09	
Grade 8		8.25			75.26			16.49	
All Grades		7.31			72.79			19.90	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.43			54.35			40.22	
Grade 4		8.57			63.81			27.62	
Grade 5		8.51			63.83			27.66	
Grade 6		16.04			64.15			19.81	
Grade 7		12.77			65.96			21.28	
Grade 8		5.15			67.01			27.84	
All Grades		9.52			63.27			27.21	

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 22/23. Although, the grade level band data fluctuated and some students who had previously met standard, dropped in proficiency level. There were many students who met standard for the first time. As a staff, we have began to discuss ways to keep students on standard, while still moving students to the next proficiency level.

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 bi-weekly.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		101			99			99			98.0	
Grade 4		117			112			112			95.7	
Grade 5		103			102			102			99.0	
Grade 6		106			105			105			99.1	
Grade 7		93			93			93			100.0	
Grade 8		100			96			96			96.0	
All Grades		620			607			607			97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2358.			5.05			15.15			26.26			53.54	
Grade 4		2405.			3.57			15.18			32.14			49.11	
Grade 5		2420.			2.94			5.88			26.47			64.71	
Grade 6		2446.			7.62			6.67			27.62			58.10	
Grade 7		2455.			4.30			8.60			24.73			62.37	
Grade 8		2452.			1.04			5.21			18.75			75.00	
All Grades	N/A	N/A	N/A		4.12			9.56			26.19			60.13	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.07			39.39			53.54	
Grade 4		8.93			36.61			54.46	
Grade 5		2.94			33.33			63.73	
Grade 6		4.76			34.29			60.95	
Grade 7		5.38			27.96			66.67	
Grade 8		1.04			36.46			62.50	
All Grades		5.11			34.76			60.13	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.07			40.40			52.53	
Grade 4		5.36			41.07			53.57	
Grade 5		2.94			37.25			59.80	
Grade 6		2.86			49.52			47.62	
Grade 7		3.23			48.39			48.39	
Grade 8		5.21			43.75			51.04	
All Grades		4.45			43.33			52.22	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.07			54.55			38.38	
Grade 4		5.36			52.68			41.96	
Grade 5		1.96			52.94			45.10	
Grade 6		6.67			51.43			41.90	
Grade 7		4.30			59.14			36.56	
Grade 8		0.00			62.50			37.50	
All Grades		4.28			55.35			40.36	

Conclusions based on this data:

Our math progress is significantly lower than our math CAASPP scores. We expected this outcome after reviewing our local assessments. Teachers shared that many students lack the foundational math skills to be successful on/with grade level standards. As a result, our goal is to initiate a math task force that will support teachers with understanding how the standards relate to one another as students progress through the grades.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.6	*		1426.8	*		1375.7	*		59	5	
1	1445.2			1453.4			1436.6			64	0	
2	1446.8	1465.7		1445.3	1460.8		1447.7	1470.0		63	76	
3	1467.1	1464.6		1463.1	1452.1		1470.5	1476.5		85	81	
4	1473.8	1492.3		1462.1	1480.5		1485.0	1503.6		78	81	
5	1497.1	1507.4		1487.2	1487.8		1506.6	1526.5		60	63	
6	1526.5	1556.8		1526.0	1555.4		1526.6	1557.8		35	45	
7	1553.7	1548.1		1564.0	1544.1		1543.1	1551.5		21	31	
8	1539.1	1566.4		1534.0	1568.8		1543.6	1563.3		18	14	
All Grades										483	396	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.08	*		27.12	*		54.24	*		13.56	*		59	*	
1	3.13			42.19			32.81			21.88			64		
2	4.76	7.27		47.62	45.45		26.98	32.73		20.63	14.55		63	55	
3	7.50	7.41		23.75	34.57		38.75	22.22		30.00	35.80		80	81	
4	3.90	20.00		31.17	31.25		33.77	22.50		31.17	26.25		77	80	
5	8.33	26.98		38.33	31.75		28.33	15.87		25.00	25.40		60	63	
6	5.88	38.64		50.00	50.00		38.24	9.09		5.88	2.27		34	44	
7	35.00	19.35		40.00	58.06		25.00	22.58		0.00	0.00		20	31	
8	5.56	28.57		61.11	50.00		27.78	14.29		5.56	7.14		18	14	
All Grades	6.74	18.77		36.84	39.68		35.16	21.18		21.26	20.38		475	373	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.86	*		38.98	*		32.20	*		16.95	*		59	*	
1	20.31			29.69			39.06			10.94			64		
2	9.52	12.73		41.27	45.45		30.16	32.73		19.05	9.09		63	55	
3	20.00	18.52		36.25	33.33		20.00	13.58		23.75	34.57		80	81	
4	10.39	26.25		40.26	32.50		22.08	16.25		27.27	25.00		77	80	
5	35.00	34.92		33.33	28.57		8.33	7.94		23.33	28.57		60	63	
6	35.29	59.09		44.12	31.82		17.65	6.82		2.94	2.27		34	44	
7	40.00	38.71		50.00	54.84		10.00	6.45		0.00	0.00		20	31	
8	5.56	35.71		77.78	50.00		16.67	7.14		0.00	7.14		18	14	
All Grades	19.37	28.95		39.37	36.73		23.58	14.75		17.68	19.57		475	373	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.69	*		11.86	*		69.49	*		16.95	*		59	*	
1	3.13			34.38			25.00			37.50			64		
2	3.17	5.45		47.62	43.64		20.63	27.27		28.57	23.64		63	55	
3	2.50	6.17		16.25	25.93		35.00	27.16		46.25	40.74		80	81	
4	3.90	11.25		11.69	26.25		44.16	28.75		40.26	33.75		77	80	
5	6.67	12.70		8.33	28.57		53.33	33.33		31.67	25.40		60	63	
6	5.88	13.64		26.47	45.45		41.18	36.36		26.47	4.55		34	44	
7	5.00	16.13		40.00	29.03		45.00	41.94		10.00	12.90		20	31	
8	0.00	21.43		38.89	28.57		44.44	42.86		16.67	7.14		18	14	
All Grades	3.58	10.46		23.16	31.64		41.05	32.17		32.21	25.74		475	373	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.25	*		76.27	*		8.47	*		59	*	
1	42.19			48.44			9.38			64		
2	12.70	14.55		71.43	69.09		15.87	16.36		63	55	
3	15.19	21.79		55.70	44.87		29.11	33.33		79	78	
4	19.48	48.75		50.65	26.25		29.87	25.00		77	80	
5	25.00	22.22		48.33	53.97		26.67	23.81		60	63	
6	20.59	25.00		67.65	72.73		11.76	2.27		34	44	
7	15.00	9.68		75.00	80.65		10.00	9.68		20	31	
8	5.56	28.57		77.78	50.00		16.67	21.43		18	14	
All Grades	20.46	25.95		60.13	52.97		19.41	21.08		474	370	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.56	*		54.24	*		32.20	*		59	*	
1	10.94			59.38			29.69			64		
2	12.70	20.00		65.08	65.45		22.22	14.55		63	55	
3	35.06	31.25		41.56	27.50		23.38	41.25		77	80	
4	18.42	27.27		55.26	45.45		26.32	27.27		76	77	
5	56.14	50.82		22.81	16.39		21.05	32.79		57	61	
6	62.50	75.00		31.25	20.45		6.25	4.55		32	44	
7	85.00	70.97		15.00	29.03		0.00	0.00		20	31	
8	61.11	57.14		38.89	35.71		0.00	7.14		18	14	
All Grades	30.90	41.69		46.78	35.15		22.32	23.16		466	367	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*		88.14	*		11.86	*		59	*	
1	18.75			46.88			34.38			64		
2	19.05	9.09		53.97	67.27		26.98	23.64		63	55	
3	2.50	5.00		37.50	51.25		60.00	43.75		80	80	
4	5.19	13.75		48.05	47.50		46.75	38.75		77	80	
5	8.33	15.87		56.67	55.56		35.00	28.57		60	63	
6	8.82	22.73		44.12	56.82		47.06	20.45		34	44	
7	5.00	25.81		65.00	48.39		30.00	25.81		20	31	
8	11.11	35.71		50.00	50.00		38.89	14.29		18	14	
All Grades	8.63	14.25		53.47	54.30		37.89	31.45		475	372	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.95	*		52.54	*		30.51	*		59	*	
1	4.69			59.38			35.94			64		
2	7.94	21.82		57.14	54.55		34.92	23.64		63	55	
3	6.33	12.35		58.23	55.56		35.44	32.10		79	81	
4	3.90	27.50		63.64	45.00		32.47	27.50		77	80	
5	3.33	26.98		70.00	47.62		26.67	25.40		60	63	
6	5.88	20.93		91.18	76.74		2.94	2.33		34	43	
7	10.00	6.45		80.00	93.55		10.00	0.00		20	31	
8	0.00	0.00		94.44	92.86		5.56	7.14		18	14	
All Grades	6.75	19.89		64.56	58.87		28.69	21.24		474	372	

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 and this year, we will continue with AVID Excel. 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.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
854	**94.4**	**64.5**	**0.1**
Total Number of Students enrolled in Lemonwood TK-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	551	64.5
Foster Youth	1	0.1
Homeless	104	12.2
Socioeconomically Disadvantaged	806	94.4
Students with Disabilities	121	14.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4
American Indian		
Asian	1	0.1
Filipino	16	1.9
Hispanic	810	94.8
Two or More Races	1	0.1
Pacific Islander	2	0.2
White	21	2.5

Conclusions based on this data:

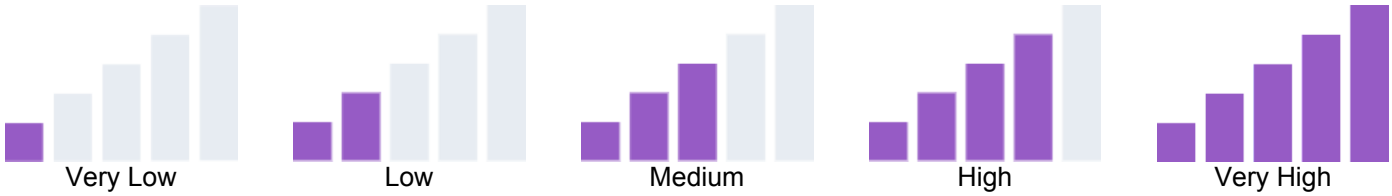
We have a very high number of students who are Socioeconomically Disadvantaged. In addition, the vast majority of our students are Hispanic. Our Special Education program (Students with Disabilities) is a program that has been increasing in the past years as well and is one of our ATSI groups. Students in that program are representative of the makeup of our school. This data indicates that not only should our instruction be culturally relevant, but our resources should focus on providing opportunities for our students of poverty, McKinney Vento, and students chronically absent as they may require more supports. We understand that through the Equity lens, our Hispanic and Socioeconomically disadvantaged students needs additional supports to access their instructional programs.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

We need to mindful of the progress of our students in Math and Language Arts with a focus on our ATSI student groups (McKinney Vento, Students with disabilities, and Chronically Absent). Therefore, all instructional activities need to be intentional especially for the groups indicated above as our dashboard data does not reflect favorable results.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

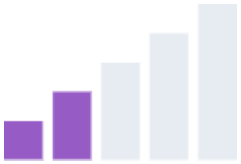
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
52.7 points below standard	62.2 points below standard	3 Students
571 Students	456 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
84.2 points below standard	53.9 points below standard	139.0 points below standard
67 Students	546 Students	115 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students			No Performance Level 67.8 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 55.2 points below standard 539 Students	No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 75.0 points below standard 15 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.9 points below standard 281 Students	35.3 points below standard 175 Students	31.1 points below standard 64 Students

Conclusions based on this data:

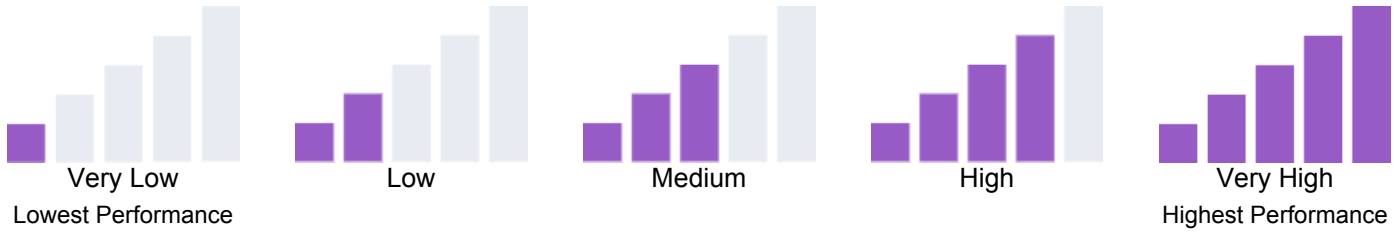
In Language Arts, there are two subgroups that we need to target: Students with Disabilities and our Homeless populations. As a result of the lack of progress, we met the criteria for Additional Targeted Support and Improvement status. We will monitor the academic and social emotional progress of students identified in each groups.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

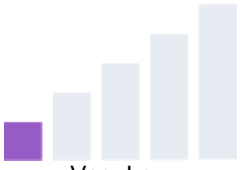
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
96.1 points below standard	101.7 points below standard	3 Students
568 Students	455 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
127.3 points below standard	98.0 points below standard	165.7 points below standard
67 Students	543 Students	114 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students			No Performance Level 14.6 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 98.9 points below standard 537 Students	No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 115.3 points below standard 15 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.4 points below standard 281 Students	92.4 points below standard 174 Students	68.0 points below standard 62 Students

Conclusions based on this data:

Overall, our distinction is in the "Very Low" category. However, similar to our ELA performance, our Students with Disabilities, Homeless students, and English Learners fall significantly below standard met. As a result, a math task force will be implement to address the needs of all students, but most importantly, the students identified in ATSI.

School and Student Performance Data

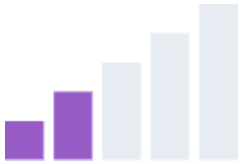
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

58.1 making progress towards English language proficiency

Number of EL Students: 315 Students

Performance Level: 2

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.

2022 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
8.6%	33.3%	0.3%	57.8%

Conclusions based on this data:

After reviewing this data point, it is apparent that we need to shift our instruction to support our emergent bilingual students. We will continue to use AVID EXCEL to support 6th-8th grade students. Additionally, our staff will continue to build our capacity as it pertains to the progress of our English Learners.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

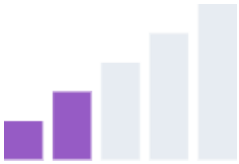
Very High	High	Medium	Low	Very Low
2	3	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
18.7% Chronically Absent	18% Chronically Absent	Less than 11 Students
898 Students	594 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	Very High
22.2% Chronically Absent	19% Chronically Absent	23.7% Chronically Absent
126 Students	859 Students	135 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students		No Performance Level Less than 11 Students 1 Student	No Performance Level 0% Chronically Absent 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 18.6% Chronically Absent 853 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 33.3% Chronically Absent 21 Students

Conclusions based on this data:

This data indicates the need to focus on our ATSI student groups as it details the number of students chronically absent within each group. Our team noticed that McKinney Vento students had a significantly higher absentee rate than other groups. We must determine what the root causes are of this by drilling down the data to the student level and identifying trends to allow us to better support our students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
2	1	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
3% suspended at least one day	2% suspended at least one day	Less than 11 Students
922 Students	609 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	Very High
9.7% suspended at least one day	3.2% suspended at least one day	9.6% suspended at least one day
134 Students	880 Students	136 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students		No Performance Level Less than 11 Students 2 Students	No Performance Level 0% suspended at least one day 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 3% suspended at least one day 876 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 9.5% suspended at least one day 21 Students

Conclusions based on this data:

Our Homeless and Socio-economically disadvantaged students were suspended more than we should be ok with. It is important to pull individual student data to review possible root-cause analysis and to develop plans of support for our ATSI student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading, 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
Site administrators provide teachers with consistent feedback on instructional practices
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/CAST	The following indicates % of students that met or exceeded standard on the 22-23 CAASPP: English Language Arts: 3rd: 19% 4th: 27% 5th: 28% 6th: 31% 7th: 32% 8th: 30% Math: 3rd: 23% 4th: 13% 5th: 13% 6th: 13% 7th: 26% 8th: 13% Science:	Based on 22-23 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. English Language Arts: 3rd: 29% 4th: 37% 5th: 38% 6th: 41% 7th: 42% 8th: 40% Math: 3rd: 33% 4th: 23%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th: 15% 8th: 14%	5th: 23% 6th: 23% 7th: 36% 8th: 23% Science: 5th: 25% 8th: 24%
Number of students participating in 8th grade promotion.	2022-2023 School Year: 87% of students participated in promotion.	Goal: 95% of students will participate in promotion.
Number of students exited from our Special Education Program.	2022-2023 5 students were exited from Special Education Program.	Goal: Decrease the number of students receiving Special Education Services.
STAR 360 Early Literacy, Reading, and Math (English and Spanish)	2022-23 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: 62.2% of students scored Above or Typical Growth Math: 62.9% of students scored Above or Typical Growth Early Literacy: 64.3% of students scored Above or Typical Growth	School-wide Goal: 75% of students will meet the school/district SGP expectation of 50% in English Reading, Spanish Reading and Math.

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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Three-week data analysis cycle for all teachers. Site admin will support ongoing coaching, design, implementation and evaluation of site specific Professional Learning Community practices which evaluate progress of all students, especially students identified as McKinney Vento, Emergent Bilinguals, and/or students who are chronically absent. Site admin will provide teacher with frequent feedback on their 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)
17055	Title I 5000-5999: Services And Other Operating Expenditures Professional Learning Community Consultation
28556	LCFF 5800: Professional/Consulting Services And Operating Expenditures

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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent 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)
52,800	Title I 5800: Professional/Consulting Services And Operating Expenditures Read Write Think Consulting 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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Teachers will collaborate weekly (Tuesdays) to review student instructional data and identify instructional best practices. 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)
	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.

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 monitor progress towards goals and decide 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 Teacher salaries
	District Funded 2000-2999: Classified Personnel Salaries Para Educator salaries
	District Funded 3000-3999: Employee Benefits Salary 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. A Focus on Oracy is 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)
	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 Dual Language Program

Strategy/Activity

Implementation of the 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) by both site administrators and instructional coach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Biliteracy Instructional Coach

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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent 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, McKinney-Vento Students, and students identified as chronically absent. Para educator will support in class intervention as well as before and after school 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 Teacher salaries
	District Funded 3000-3999: Employee Benefits Certificated Benefits
12000	LCFF 2000-2999: Classified Personnel Salaries In class small group Spanish Language Arts support for K-5 SLA teachers
15000	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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent 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)
60010	LCFF 4000-4999: Books And Supplies Materials and Supplies
2000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
20000	LCFF 4000-4999: Books And Supplies Warehouse 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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Release time for teachers for Grade Level Collaboration, Lesson Study or Lesson 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)
10000	LCFF 1000-1999: Certificated Personnel Salaries Floater subs
3425	LCFF 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.

English Learners 4th-8th

Strategy/Activity

Para-Educator to support Long Term English Learners in small 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)
18450	Title III 2000-2999: Classified Personnel Salaries Para Educator salary
6512	Title III 3000-3999: Employee Benefits Salary 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.

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 1000-1999: Certificated Personnel Salaries LIT teacher

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.

Long-Term English Learners, English Learners, McKinney Vento, and students identified as Chronically Absent.

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)
6000	Title III 1000-1999: Certificated Personnel Salaries Teacher - Extra Help/Tutoring
1370	Title III 3000-3999: Employee Benefits Teacher - Extra Help/Tutoring
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher - Extra Help/Tutoring
1142	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher - Extra Help/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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Classroom Observations: 10-15 Classrooms per day; Focus on Biliteracy Program look-fors and Student Engagement; Site admin and Instructional Coach will meet monthly to review summary: Meet with teachers as grade-levels or individually to review data and modify instruction: observation data collected via Digi Coach software. Teachers provided with feedback immediately.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I 5000-5999: Services And Other Operating Expenditures

	Digi-Coach 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.

All students (McKinney Vento, Emergent Bilinguals, Students with Disabilities, Students Chronically Absent)

Strategy/Activity

Case Conference bi-weekly meetings, Student Success Team (SST) meetings, 504 meetings, and IEP meetings to address the needs of at risk students. SST meetings will review student instructional data and current or past interventions in order to abide by the Child Find obligation. Meetings are held before or 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)
	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 students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Fieldtrips
5000	Title I

	5800: Professional/Consulting Services And Operating Expenditures Fieldtrips

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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Participation in the District sponsored 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)
	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.

Long-Term Emergent Bilinguals in 6th-8th

Strategy/Activity

AVID Excel will be used to support Middle School students identified as Emergent Bilinguals. Teachers will particiapte in 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 5800: Professional/Consulting Services And Operating Expenditures

	AVID Excel Contract

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 Technician (LMT) 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
10000	LCFF 4000-4999: Books And Supplies Library books

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 in grades 6th-8th

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 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.

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)
	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.

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
	District Funded 5800: Professional/Consulting Services And Operating Expenditures AVID Contract and Summer Institute costs

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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)
	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.

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
	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.

All Students-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent 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)
	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 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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Star assessments)

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 with disabilities, McKinney Vento and Emergent Bilinguals

Strategy/Activity

Teachers will engage in consistent Lesson Study to Identify specific needs of the students identified above.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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.

All Students

Strategy/Activity

Math Task Force grounded in the text "Building Thinking Classroom in 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)

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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent students.

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 & TOSAs - Salary
	District Funded 3000-3999: Employee Benefits Instructional Specialist & TOSAs - Benefits

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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent 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: 2022-23

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 was our first official year in becoming a true PLC. Although we are not there yet, we made progress in achieving this goal. Teachers and administration met every three weeks to review learning target data (Standards). This gave admin and teachers an opportunity to collaborate on instruction. Additionally, through these meetings, admin was able to see/learn about the writing strategies teachers were implementing as a result of our work with Read Write Think. Although, we did not meet our academic goals, the instructional landscape is changing. I am confident that as we focus on High Quality Instructional Strategies, we will continue to move the academic needle.

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 were not able to hire intervention support providers as intended as there were not many candidates. As as a result, grade level small group instruction time did not happen and admin was not able to meet with each grade level weekly.

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 we were unable to secure coverage during the instructional day (ISPs), we used Tuesday staff meetings to meet with teachers for their three week cycle data analysis. This meant that not while other grade levels were not meeting with admin they were planning for instruction. The monies allocated to ISPs was shifted into teacher substitutes to allow teachers to create pacing guides/instructional sequences.

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 Growth Mindset, Student Engagement, Emotion Regulation, and a Sense of Belonging
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 22-23 data, we had 47 total suspension with no students expelled.	Suspension rates will decrease by 30%
Attendance Rate	Per Panorama Data, 82% of students are on-track with attendance. 5% (49 Students) attended school less than 80% of the school year.	Increase to 90% and reduce chronic attendance rate to 2%.
Social Emotional Learning	2022-23 Panorama data indicated 55% of students are on track with their Social Emotional Learning. 12% of students (110) either self-reported or were perceived by their teachers as not showing strength in SEL,	Improve the number of students on-track with their Social Emotional Learning by 20%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

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)
3361	Title I Extra Hours for PBIS 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

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)
	None Specified

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)
15210	LCFF 2000-2999: Classified Personnel Salaries Additional Campus Assistant Coverage
9605	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.

Students with Chronic Absenteeism

Strategy/Activity

Student attendance and punctuality will be monitored. Intervention plans will be developed and attendance monitored.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

Students Chronically Absent

Strategy/Activity

Site admin, attendance tech, outreach consultant and school counselors will meet weekly to monitor students not on track with attendance. Intervention plans will be implemented. Intervention plans could include:

- Additional Check-ins via Panorama
- Bi-weekly meetings with ORC and/or counselor
- Attend Parent Teacher Conferences to support parents/students
- Home Visits 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)

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 participate in Community Circles weekly to support their Social Emotional Learning. Circles will be facilitated by teachers, admin, and 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)

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:
K-2:
3rd-5th: Growth Mindset, Engagement and Emotion Regulation
6th-8th: Engagement, Growth Mindset, Emotion Regulation, and Sense of Belonging
Wellness Center Access and Lunch Activities

Tier 2: Small Group Support
Top priority are students who self-reported (Panorama) as having no perceived strength in the following areas:

- Growth Mindset
- Engagement
- Emotion Regulation
- Sense of Belonging

Tier 3:
Students are referred through the MTSS process (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
2000	Title I 4000-4999: Books And Supplies Wellness Center 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.

Students identified as Chronically Absent and especially students with disabilities and identified as McKinney Vento.

Strategy/Activity

Outreach consultant makes contact with families and provides resources for services provided by district and/or community agencies. Outreach consultant will focus on students from all grades, but especially in TK and 8th grade. Both grade levels have the least amount of students on track with their 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)
	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

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)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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: 2022-23

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 saw a drop in student's SEL scores. Although we were higher than the district's average in some areas, we acknowledge that our students need more intentional SEL support. We hope that with the addition of a second counselor and a wellness center, students will feel more confident in their SEL state. We need to increase the consistency of check-ins in the classroom so that teachers have more visibility on the SEL needs of their students. We need to use panorama data more consistently to be intentional with our efforts.

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 use of check-ins was inconsistent and the daily SEL focus was not implemented as much as projected.

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 team, we were very intentional about the SEL areas we are focusing on this year to create a common language around our focus. We plan to utilize the panorama group options, especially for our identified ATSI groups (Chronic absentee, McKinney Vento, and Students with Disabilities).

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 number of survey particiants.
To family efficacy
To increase family engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey Responses-Panorama	In Winter 2022, 7% of respondents indicated favorable perceptions of Family Engagement (The degree to which families become involved with and interact with their child's school).	Increase respondents perceptions of Family Engagement to 15%.
Survey Responses - Panorama	In Winter 2022, there were 149 respondents for the Panorama Parent Survey.	200 Parents will complete the survey to provide school with an accurate depiction of strengths and areas for growth.
Survey Responses - Panorama	In the Winter of 2022, 58% of respondents indicated favorable perceptions of "How confident families are of key parenting skills" (Family Efficacy).	Increase the favorable responses to 75% in the area of Family Efficacy.

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 greater 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)
2000	Title III 2000-2999: Classified Personnel Salaries Child Care
1341	Title III 3000-3999: Employee 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

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 and Staff 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)
7158	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

ORC and Counseling Department will develop a Quarterly Newsletter to support Family Efficacy and 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)
	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 two full-time counselors 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 and 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.

All Students, but especially emergent bilingual students, students with disabilities, students experience homelessness and chronic absenteeism

Strategy/Activity

Quarterly Parent Newsletter created by ORC and Counseling 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 ORC an d 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 students

Strategy/Activity

Parents will be invited to a parent/teacher conference in the fall. Parents will be encouraged to become class observers on Canvas. Spring conferences will be held for students identified as needing additional support. Open House will be held for parents 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 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 a 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)
	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

Latino Family 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)
1800	Title III 2000-2999: Classified Personnel Salaries Outreach Consultant Extra Hours

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Families will receive communication from school via phone, text, video message, and/or website through Parent Square.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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: 2022-23

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 had three cultural school events, during each trimester. We found that we have a greater turnout of parents when we link it to a family event.

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 hoped to offer parenting classes in the evening, but interest was low. At the start of the year, our virtual meetings had more participation. However, parents felt that they were more engaged in the topic when the meeting was offered in person. The groups were a little smaller, but the participants were able to engage more with the presenters. We plan to offer more workshop type of meetings with the hopes of engaging families to attend our meetings and find them useful.

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 we reviewed our results, we discussed providing families with a quarterly newsletter to provide families with information regarding school activities and also provide them with tips on how to support their students outside of school.

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	$329,295.00

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 ($)
LCFF	$180,806.00
LCFF - Intervention	$21,142.00

Subtotal of state or local funds included for this school: $201,948.00

Total of federal, state, and/or local funds for this school: $329,295.00

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	180,806.00	0.00
LCFF - Intervention	21,142.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	180,806.00
LCFF - Intervention	21,142.00
Title I	82,716.00
Title III	44,631.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	13,425.00
2000-2999: Classified Personnel Salaries	LCFF	36,815.00
4000-4999: Books And Supplies	LCFF	90,010.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	38,556.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,142.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	15,000.00
	Title I	3,361.00
4000-4999: Books And Supplies	Title I	2,000.00

5000-5999: Services And Other Operating Expenditures	Title I	19,555.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	57,800.00
1000-1999: Certificated Personnel Salaries	Title III	6,000.00
2000-2999: Classified Personnel Salaries	Title III	22,250.00
3000-3999: Employee Benefits	Title III	9,223.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,158.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	286,820.00
Goal 2	30,176.00
Goal 3	12,299.00

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
Elaine Medina	Parent or Community Member
Carolina De Leon Ortiz	Parent or Community Member
Jessica Glass	Parent or Community Member
	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, 2023.

Attested:

Principal, Allison Cordes on
SSC Chairperson, Annette Warren on

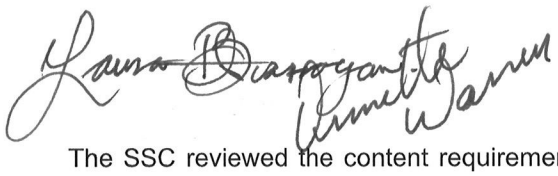
Recommendations and Assurances

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, 2023.

Attested:

	Principal, Allison Cordes on
	SSC Chairperson, Annette Warren on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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 5, 2023	August 24, 2023

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)

Additional Targeted Support and Improvement

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to our English Learners reporting at the lowest levels in English/Language Arts, Math, Chronic

Absenteeism, and Suspension rates California Accountability Dashboard. Also, our Homeless population reported at the lowest levels in ELA, Math, and Chronic Absenteeism as reported in the 2022 California Dashboard. Finally, our Students with Disabilities reported at the lowest levels in ELA, Math, and Chronic Absenteeism as reported in the 2022 California Dashboard. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as providing extra hours for school counselors to hold academic and social-emotional meetings outside school hours, adding additional hours for campus supervisors to ensure a safe and welcoming learning environment, and implementing PBIS/STOIC practices.

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 758 students. Lopez Academy was previously known as Richard B. Haydock Academy of Arts and Sciences 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, a Moderate to Severe Autism program class, 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) and our Oxnard Empowers Strategic Plan 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.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.

Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

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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 and monitor the collaborative structures and instructional practices learned this school year through professional development opportunities. 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 through an Instructional Survey (google form) to ensure all classrooms are visited on a regular basis. This data populated identifies patterns of classroom observation/feedback by period, department, grade level, and frequency and shared in a staff meeting every month. 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 through AVID instructional practices. For the 2022-23 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 2023-24 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. Finally, we examine the results of the California Science Test (CAST) for our 8th grade students to monitor their progress toward meeting the Next Generation Science Standards (NGSS).

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 three times annually for all students. Our school counselors have prepared Social Emotional Lessons for our teachers to lead these lessons through Advisory and PE classes. 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 (Tuesdays and Wednesdays) within their learning (PLC) teams to analyze data, reflect upon results, and make instructional decisions based upon the data to design units of study with differentiated instruction and modified . 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. Teachers going through their Induction Program receive the support of a mentor teacher assigned to them as well as Professional support. Professional development is always offered throughout the school year, especially, 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 and priorities outlined in our new OSD Empowers framework which serve as a guide to planning curriculum and programs within the Oxnard School District. In the 2022-2023 School Year, Lopez Academy provided 5 staff development opportunities for teachers to learn collaborative strategies through professional development in the Advancement Via Individual Determination (AVID) program through an AVID Regional Consultant.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes our Associate Superintendent of Educational Services, 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 as they review data, plan instruction, and work collaboratively with their assigned departments. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education, assessment, and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers regularly collaborate through the Professional Learning Community model on Tuesdays and Wednesdays every week. Lopez Academy offers common prep periods as well for teachers in same grade levels and departments to collaborate during their common prep period every day. Time is set aside for staff or PLC meetings every Tuesday and Wednesday 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 and the New Generation Science 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 and Educational Services. 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 twice in 2022-2023, since we were on on third year of CSI status. We were in compliance in instruction and facilities.

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, especially for our Dual Language Immersion Programs.

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 with the academic support of a general and special education teacher. 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, LCFF funding, and district financial support, Lopez offers ample tutoring opportunities for students that are not currently accessing the state content standards.

Teachers provide tutoring before and after school for all students 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 made significant academic growth as indicated in our 2022 California Dashboard. 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 and in person.

Parents are also encouraged to attend school events such as our 6th grade orientation, EL reclassification celebration, Back to School Night, student-led conferences, cultural events (such as the Dia de los Muertos and Cinco de Mayo) 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 as these included strong participation from parents through our COVID days.

Finally, our school offers one full-time ORC staff members who supports all families with district and community resources. Our two school counselors support families with counseling referrals, high school registrations, academic guidance, and provide high school information. Finally, a social worker was hired this school year to support families in our school that have siblings in our K-5 schools that have a significant need.

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 biliteracy 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.

Educational Partner 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 on systems and services at school. The SPSA and its goals were also shared with the ELAC committee for their feedback and input. In turn, ELAC provided crucial feedback to school site council regarding the planned actions and programs designed to support Emerging Bilinguals at Lopez for the upcoming school year, based on the results we attained this school year. 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.

An 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 and was reported as "high" rate in the 2022 California Dashboard with 11.7% of students suspended at least once in 2021-22. Lopez staff and the School Site Council shall continue to monitor resource inequities throughout the 2023-24 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 2021-23 school years. 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 PBIS/CHAMPS/RJ practices. School-wide assemblies were held to address behavioral expectations and events to incentivize good behavior, good attendance, and low tardies was explored. Through these interventions, we expect to see lower number of suspensions as reported on the 2023 California Dashboard that will be released in late 2023.

While Lopez Academy grew slightly overall in 2022-23 school year, we will continue to heavily focus on Mathematics in 2023-24. Our students are not performing where we expect them in the area of mathematics. When final state test results are released in fall of 2023, 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. Preliminary CAASPP data indicates a growth in mathematics, but the passage rate is still fairly low; below our district goals and the average for the State of California.

Another area of concern is regarding our significant amount of 8th grade students who were not eligible to participate in Promotion Ceremony for their low academic performance. For the 2022-2023 School Year, approximately 40% of 8th grade student did not qualify for Promotion Ceremony on June 15th, 2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%	0	0	0
African American	0.8%	0.75%	0.66%	7	6	5
Asian	0%	0%	0%	0	0	0
Filipino	1.4%	0.87%	0.53%	12	7	4
Hispanic/Latino	95.0%	95.64%	95.23%	840	768	719
Pacific Islander	0.1%	0.25%	0.4%	1	2	3
White	2.5%	2.24%	2.78%	22	18	21
Multiple/No Response	0.2%	0.25%	0.4%	2	2	3
			Total Enrollment	884	803	755

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		Sciences	Sciences
Grade 6	277	288	235
Grade 7	300	264	256
Grade 8	307	251	246
Total Enrollment	884	803	737

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 737 students. Our enrollment by grade level is fairly consistent, with approximately 245 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	289	298	327	32.70%	#DIV/0!	43.3%
Fluent English Proficient (FEP)	399	329	263	45.10%	#DIV/0!	34.8%
Reclassified Fluent English Proficient (RFEP)			42	7.6%	NA	12.8%

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 and Math tests, most English Learner students scored "Very Low" as indicated in the 2022 California Dashboard. In contrast, nearly 23% of 6th grade students, 26% of 7th grade students, and 29% of 8th grade students scored "met standard" or "above" on the summative ELA test in the 2023 ELA CAASPP assessment. Also, nearly 13% of 6th grade students, 18% of 7th grade students, and 13% of 8th grade students scored "met standard" or "above" on the summative Math test in the 2023 Math CAASPP assessment. 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 and our OSD Empowers framework.

As a result of strong collaborative groups that review data and design units of study that meet the academic and linguistic needs of our English Learners, our English Learners had "Very High" progress as reported in the 2022 California Dashboard. Professional development this school year during staff meetings regarding AVID collaborative strategies, supported this academic and linguistic development of our students. In general, Lopez Academy presented the highest number of students reclassified for any school in Oxnard School District with more than 80 students. Our activities and goals targeting our English Learners are being effective and we will continue this work for the 2023-2024 Academic School Year.

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. 47% 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:

N/A

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	226	78	35%	80	35%	58	26%	10	4%	2	1020
Grade 7	112	73	65%	25	22%	12	11%	2	2%	1	998
Grade 8	210	93	44%	65	31%	43	20%	9	4%	2	1043

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 2022-23 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 2023, 4% of Lopez 6th graders scored level 4 while 26% scored level 3. Levels 3 and 4 are considered “proficient” in the STAR assessment system. 70% of Lopez 6th graders scored in the “less than proficient” bands. The overall STAR reading level for Lopez 6th grade students was 4.3 with a scaled score of 1020.

For the Spring administration of the STAR reading assessment in 2023, 4% of Lopez 7th graders scored level 4 while 25% scored level 3. 72% of Lopez 7th graders scored in the “less than proficient” bands. The overall STAR reading level for Lopez 7th grade students was 4.7 with a scaled score of 1033.

For the final administration of the STAR reading assessment in 2023, 4% of Lopez 8th graders scored level 4 while 20% scored level 3. 75% of Lopez 8th graders scored in the “less than proficient" bands. The overall STAR reading level for Lopez 8th grade students was 4.9 with a scaled score of 1043.

The STAR reading assessment will continue to be used throughout the 2023-24 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	223	136	61%	60	27%	23	10%	4	2%	1	1017
Grade 7	232	130	56%	58	25%	33	14%	11	5%	1	1040
Grade 8	211	141	67%	37	18%	15	7%	18	9%	1	1052

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 2022-23 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 2023, 2% of Lopez 6th graders scored level 4 while 10% scored level 3. Levels 3 and 4 are considered “proficient” in the STAR assessment system. 88% of Lopez 6th graders scored in the “less than proficient” bands. The overall STAR math level for Lopez 6th grade students was 5.6 with a scaled score of 1020.

For the final administration of the STAR math assessment in 2023, 5% of Lopez 7th graders scored level 4 while14% scored level 3. 81% of Lopez 7th graders scored in the “less than proficient” bands. The overall STAR math level for Lopez 7th grade students was 6.6 with a scaled score of 998.

For the final administration of the STAR math assessment in 2023, 9% of Lopez 8th graders scored level 4 while 7% scored level 3. 84% of Lopez 8th graders scored in the “less than proficient" bands. The overall STAR math level for Lopez 8th grade students was 6.9 with a scaled score of 1043.

The STAR math assessment will continue to be used throughout the 2023-24 school year to help measure student growth in the area of math.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		270	230		265	224		265	222		98.1	96.52%
Grade 7		243	252		238	249		238	245		97.9	97.22%
Grade 8		282	238		274	234		274	233		97.2	97.9%
All Grades		795	720		777	707		777	700		97.7	97.21%

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2450.	2458		1.89	3%		16.23	20%		28.30	30%		53.58	47%
Grade 7		2501.	2497		5.88	3%		27.31	23%		26.47	36%		40.34	38%
Grade 8		2506.	2510		4.01	5%		27.01	24%		27.37	33%		41.61	38%
All Grades	N/A	N/A	N/A		3.86	4.6%		23.42	25.6		27.41	36.6		45.30	33%

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.91			47.92			47.17	
Grade 7		8.82			57.98			33.19	
Grade 8		7.66			55.84			36.50	
All Grades		7.08			53.80			39.12	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.02			36.23			60.75	
Grade 7		9.24			50.84			39.92	
Grade 8		4.38			48.54			47.08	
All Grades		5.41			45.05			49.55	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.55			69.43			23.02	
Grade 7		8.40			71.01			20.59	
Grade 8		9.12			71.90			18.98	
All Grades		8.37			70.79			20.85	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.55			63.02			29.43	
Grade 7		11.34			63.03			25.63	
Grade 8		12.77			66.42			20.80	
All Grades		10.55			64.22			25.23	

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 2023 preliminary CAASPP scores will be compared to the 2021-2022 school year assessment results. This analysis is based upon preliminary test scores from spring 2023 as official test scores are still pending.

Lopez Academy 6th grade students scoring met/exceeded on the CAASPP ELA test totaled 23%. This represented a 4% percent increase from the most recent assessment during the 2021-22 school year. Lopez Academy 7th grade students scoring met/exceeded on the spring 2023 CAASPP ELA administration totaled 26% which is a decline of 6% from the 2021-2022 school year. 29% of Lopez Academy 8th graders scored met/exceeded on the CAASPP ELA test which was a 2 percent decline from the last administration.

While Lopez Academy grew in 6th grade, there was a decline in our ELA performance in 7th and 8th grades. We will continue to heavily focus on English Language Arts with our schoolwide “read, write, listen, speak...every period, every day” focus, as this has proven to be very effective with our Emerging Bilinguals. 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 2023, further analysis will be necessary to acquire data specific to student groups; including English Learners, Hispanic, Social-economic Disadvantaged, 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 where over 90% of students in these programs earn a Level 3 or 4 on the CAASPP State Assessments.

Through strategic activities and goals set for our English Learners and all students in math, our students continue to make academic growth in reading as reported by the 2023 preliminary CAASPP assessments and the California Dashboard. Our English Learners reported "Very High" growth in the 2022-23 Academic School Year and our average percent of students who "met/exceeded" the standards in reading and math continues to grow. Through partnership with multiple educational partners in data analysis for student groups represented at Lopez, we are monitoring student needs and academic/linguistic development in ELA and linguistic abilities. Finally, the percent of students in Level 1 on the CAASPP reading assessment continues to shrink in size.

To support our students academic growth for the 2023-24 Academic School Year, Lopez Academy will refine our Theory of Action Plan as highlighted in our OSD Strategic Plan that is focused on teachers' data analysis of the STAR 360 assessments to design units of study that strengthen first-instruction. Also, we will continue to engage in AVID professional development opportunities to replicate effective instructional practices and student activities that have a significant impact on student learning. Finally, we will refine our system of observation and feedback for teachers to receive immediate and effective feedback from a school administrator to improve their instructional practices. Data will

be reviewed consistently twice a week during Professional Learning Communities, for teachers to design instruction that meets the academic and linguistic needs of all students.

Tutoring groups will be available to students before and after school on a weekly basis to provide second and third-tier support to students. Moreover, we are expanding our co-taught Special Education sections, from 7 to 12, in our Master Schedule to support our general education students more by having the instructional support of a general and special education teacher. We hope for 180 students to benefit of the co-taught sections in 2023-24.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		270	230		265	225		263	225		98.1	97.83%
Grade 7		243	252		238	248		263	246		97.9	97.62%
Grade 8		281	238		274	233		273	232		97.5	97.48%
All Grades		794	720		777	706		776	703		97.9	97.64%

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2433.	2445		2.26	2%		9.43	11%		25.28	29%		63.02	58%
Grade 7		2456.	2466		3.36	6%		13.03	12%		21.85	23%		61.76	59%
Grade 8		2451.	2457		2.93	5%		9.16	8%		20.51	19%		67.40	68%
All Grades	N/A	N/A	N/A		2.84	4.6%		10.44	10.3		22.55	24%		64.18	61%

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.15			34.34			61.51	
Grade 7		4.62			39.08			56.30	
Grade 8		2.93			40.29			56.78	
All Grades		3.87			37.89			58.25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.89			38.11			60.00	
Grade 7		4.62			50.00			45.38	
Grade 8		3.66			42.49			53.85	
All Grades		3.35			43.30			53.35	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.40			55.09			41.51	
Grade 7		5.04			57.98			36.97	
Grade 8		1.10			59.34			39.56	
All Grades		3.09			57.47			39.43	

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 2023 preliminary CAASPP scores will be compared to the 2021-2022 school year assessment results. This analysis is based upon preliminary test scores from spring 2023 as official test scores are still pending.

Lopez Academy 6th grade students scoring met/exceeded on the CAASPP math test totaled 13%. This score increased by 1% from the CAASPP administration in the 2021-22 school year. Lopez Academy 7th grade students scoring met/exceeded on the spring 2023 CAASPP Math administration totaled 18% which is a 3% increase from the 2021-22 school year. 13% of Lopez Academy 8th graders scored met/exceeded on the CAASPP Math test which was a 1 percent increase 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 2023, 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 and over 80% of these students met the State standards for mathematics as measured by the 2023 Math CAASPP assessment.

Our average percent of students who "met/exceeded" the standards in math continues to grow and it is critical to allocate funds for more opportunities for Math intervention and professional development. Finally, the percent of students in Level 1 on the CAASPP math assessment continues to decrease while the scaled score from this school year improves by several points.

Through strategic activities and goals set for our English Learners and all students in math, our students continue to make academic growth in math as reported by the 2023 preliminary CAASPP assessments and the California Dashboard. Our English Learners reported "Very High" growth in the 2022-23 Academic School Year and our average percent of students who "met/exceeded" the standards in reading and math continues to grow. Through partnership with multiple educational partners in data analysis for student groups represented at Lopez, we are monitoring student needs and academic/linguistic development in ELA and linguistic abilities. Finally, the percent of students in Level 1 on the CAASPP math assessment continues to shrink in size.

To support our students academic growth for the 2023-24 Academic School Year, Lopez Academy will refine our Theory of Action Plan as highlighted in our OSD Strategic Plan that is focused on teachers' data analysis of the STAR 360 assessments to design units of study that strengthen first-instruction. Also, we will continue to engage in AVID professional development opportunities to replicate effective instructional practices and student activities that have a significant impact on student learning. Finally, we will refine our system of observation and feedback for teachers to receive immediate and effective feedback from a school administrator to improve their instructional practices. Data will be reviewed consistently twice a week during Professional Learning Communities, for teachers to design instruction that meets the academic and linguistic needs of all students.

Tutoring groups will be available to students before and after school on a weekly basis to provide second and third-tier support to students. Moreover, we are expanding our co-taught Special Education sections, from 7 to 12, in our Master Schedule to support our general education students more by having the instructional support of a general and special education teacher. We hope for 180 students to benefit of the co-taught sections in 2023-24. Finally, we will work with

our Manager of Mathematics and district Math TOSA's to provide professional development to our math teachers in effective instructional practices in the math domains that are heavily weighed in the state assessments.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1496.2	1524.4	1526	1491.9	1522.5	1518	1500.2	1525.9	1534	94	111	92
7	1510.0	1555.6	1546	1508.0	1554.0	1542	1511.5	1556.8	1548	96	81	97
8	1530.8	1556.1	1548	1527.4	1561.5	1538	1533.6	1550.3	1558	76	76	63
All Grades			1540			1533			1547	266	268	252

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	6.25	11.71	21%	43.75	45.95	36%	26.25	36.04	31%	23.75	6.31	12%	80	111	92
7	10.00	37.04	34%	28.89	33.33	45%	41.11	24.69	18%	20.00	4.94	3%	90	81	97
8	12.50	19.74	25%	36.11	52.63	46%	40.28	22.37	16%	11.11	5.26	13%	72	76	63
All Grades	9.50	21.64	26.66 %	35.95	44.03	42.33 %	35.95	28.73	21.66 %	18.60	5.60	9.33 %	242	268	252

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	17.50	32.43	33%	43.75	47.75	39%	23.75	13.51	24%	15.00	6.31	4%	80	111	92
7	17.78	45.68	34%	40.00	38.27	45%	33.33	12.35	18%	8.89	3.70	3%	90	81	97
8	20.83	48.68	27%	47.22	38.16	25%	26.39	7.89	22%	5.56	5.26	26%	72	76	63
All Grades	18.60	41.04	31.33 %	43.39	42.16	36.33 %	28.10	11.57	21.33 %	9.92	5.22	11%	242	268	252

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	6.25	2.70	10%	13.75	19.82	28%	43.75	54.95	36%	36.25	22.52	26%	80	111	92
7	2.22	16.05	12%	17.78	37.04	27%	40.00	30.86	49%	40.00	16.05	12%	90	81	97
8	5.56	11.84	28%	31.94	26.32	27%	31.94	51.32	20%	30.56	10.53	25%	72	76	60
All Grades	4.55	9.33	16.66 %	20.66	26.87	27.33 %	38.84	46.64	35%	35.95	17.16	21%	242	268	239

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.46	18.92		59.49	72.97		24.05	8.11		79	111	
7	10.47	16.05		62.79	74.07		26.74	9.88		86	81	
8	18.84	15.79		62.32	73.68		18.84	10.53		69	76	
All Grades	14.96	17.16		61.54	73.51		23.50	9.33		234	268	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	40.00	52.38		47.50	42.86		12.50	4.76		80	105	
7	48.89	71.05		44.44	26.32		6.67	2.63		90	76	
8	43.66	64.79		50.70	33.80		5.63	1.41		71	71	
All Grades	44.40	61.51		47.30	35.32		8.30	3.17		241	252	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.00	2.70		30.00	42.34		65.00	54.95		80	111	
7	5.68	18.52		32.95	58.02		61.36	23.46		88	81	
8	16.90	16.00		30.99	40.00		52.11	44.00		71	75	
All Grades	8.79	11.24		31.38	46.44		59.83	42.32		239	267	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.25	16.22		76.25	76.58		12.50	7.21		80	111	
7	3.41	19.75		82.95	76.54		13.64	3.70		88	81	
8	1.45	2.67		88.41	96.00		10.14	1.33		69	75	
All Grades	5.49	13.48		82.28	82.02		12.24	4.49		237	267	

Conclusions based on this data:

It is important to note that the ELPAC test was not administered during the 2020-21 school year as a result of school closures due to COVID-19. The results within this analysis are based upon preliminary data from the 2023 test administration and will be compared to the ELPAC results from the 2021-22 Academic School Year. Improving academic outcomes for Emerging Bilinguals was a top priority at Lopez Academy during the 2022-23 school year, and the preliminary results are showing additional growth from the high growth reported last year.

Overall, 58 students at Lopez Academy scored a 4 overall (highest level) on the 2022-23 ELPAC assessment. This represents nearly one-quarter of the total our Emerging Bilingual student population at Lopez. In 6th grade, 57% of English Learners scored a level 3 or 4 which was slightly above the state average (56%) and slightly below the district average of 61%. Among 7th grade English Learners, 61% of students scored a level 3 or 4. This percent was well above the state (59%) average but slightly below our district's average of 64%. 8th Grade English Learners showed the most progress with 66% 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 our Emerging Bilinguals. There is a particular focus on reclassifying 8th grade students prior to leaving for high school. In the 2022-23 Academic School Year, Lopez Academy had the highest number of students that reclassified with 97 students in the entire school district. 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 2023-24 school year. Professional development with AVID collaborative strategies and a school-wide focus in writing short responses using the RACE writing strategy will continue as our English Learners are making "Very High" growth as indicated in the California Dashboard and the 2021-22 and 2022-23 ELPAC assessments. As of today, 56, 6th through 8th grade students have met criteria to reclassify as English Proficient in August of 2023 for the upcoming Academic School Year.

To support our students academic growth for the 2023-24 Academic School Year, Lopez Academy will refine our Theory of Action Plan as highlighted in our OSD Strategic Plan that is focused on teachers' data analysis of the STAR 360 and ELPAC assessments to design units of study that strengthen first-instruction. Also, we will continue to engage in AVID professional development opportunities to replicate effective instructional practices and student activities that have a significant impact on student learning. As indicated in our OSD Strategic Plan, we will continue to strive to connect learning to students lives and create environments of enrichment that engage our students' multilingual repertoires. Finally, we will refine our system of observation and feedback for teachers to receive immediate and effective feedback from a school administrator to improve their instructional practices. Data will be reviewed consistently twice a week during Professional Learning Communities, for teachers to design instruction that meets the academic and linguistic needs of all students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
803	**83.6**	**37.1**	**0.2**
Total Number of Students enrolled in Dr. Manuel M. Lopez Academy of Arts and Sciences.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	298	37.1
Foster Youth	2	0.2
Homeless	58	7.2
Socioeconomically Disadvantaged	671	83.6
Students with Disabilities	148	18.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.7
American Indian		
Asian		
Filipino	7	0.9
Hispanic	768	95.6
Two or More Races	2	0.2
Pacific Islander	2	0.2
White	18	2.2

Conclusions based on this data:

Lopez has a diverse student body, with 83.6% of students identified as Socio-Economically disadvantaged. 37.1% of Lopez students are identified as English Learners, while 0.2% of students are considered Foster Youth. White, Filipino, and African Americans make up the second, third, and fourth largest student groups by race/ethnicity. Lopez has 20% of students that are identified as students with disabilities. Approximately 8.7% of Lopez students were identified as homeless under the McKinney Vento guidelines. Lopez Academy students come from across the city of Oxnard and Oxnard School District as OSD is an open enrollment district with different academy focuses at each school.

Overall, Lopez showed growth in both Math and English Language Arts since the 2018-2019 academic school years. CAASPP testing did not take place during the 2019-20 or 2020-21 school year, but 2022-23 and 2023-24 State assessments indicated academic and linguistic growth for most student groups, especially our Emerging Bilinguals. The 2022 California Dashboard reported that our Emerging Bilinguals were "Very High" in academic progress during the 2021-22 Academic School Year. As a result of this, Lopez Academy met criteria to not be labeled as a school on CSI status for the 2022-2023 Academic School Year.

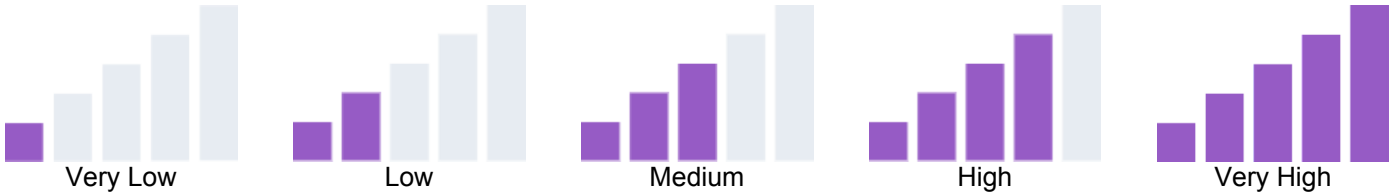
CAASPP was administered in the spring of 2022 and new goals and activities will be identified upon release of updated smarter balance scores. Preliminary test data is discussed within this plan, but official test results will not be released until fall 2023.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: Very High		

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 or 2020-21 school years. The school dashboard assigned different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas In the area of Chronic Absenteeism, Lopez improved from Red to Orange on the 2019 CA school dashboard. In

the area of suspension rate, Lopez moved from red to yellow. For English Language Arts (ELA) the school moved from red to yellow, which is an increase of two bands between 2018 and 2019. In the area of mathematics, Lopez improved from Red to orange for the 2019 CA school dashboard. 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. Continuous monitoring of the yearly dashboard will assist the school site council and Lopez staff in monitoring progress and identifying areas in need of growth in the future. It is not known when the next California School Dashboard will be released.

For the 2022 California Dashboard, the State modified the indicators from colored to different levels of proficiencies indicated by bars that identify progress as "very low, low, medium, high, and very high." For Lopez Academy, our highest academic and linguistic progress is with our Emerging Bilinguals who scored "very high" as reported by the 2022 California Dashboard and the high number of Emerging Bilinguals that met criteria for reclassification in the 2021-22 Academic School Year. For the 2023-2024 Academic School Year, it is imperative for us to address our high suspension rates and chronic absenteeism rates. Through strong academic focus in our PLC's and targeted professional development opportunities, we will continue to improve our first-tier instruction and improve our school culture for all students to engage in high-levels of learning in a safe learning environment. In collaboration with our educational partners, we will explore ways to incentivize students who attend school regularly and meet our school's behavioral expectations. As indicated in our OSD Strategic Plan, we will provide professional development to our staff on ways to establish powerful relationships that nurture equity and success.

Through strategic activities and goals set for our English Learners and all students in the areas of reading and math, our students continue to make academic growth in reading and math as reported by the 2023 preliminary CAASPP assessments and the California Dashboard. Our English Learners reported "Very High" growth in the 2022-23 Academic School Year and our average percent of students who "met/exceeded" the standards in reading and math continues to grow. Through partnership with multiple educational partners in data analysis for student groups represented at Lopez, we are monitoring student needs and academic/linguistic development in ELA and linguistic abilities. Finally, the percent of students in Level 1 on the CAASPP reading assessment continues to shrink in size.

To support our students academic growth for the 2023-24 Academic School Year, Lopez Academy will refine our Theory of Action Plan as highlighted in our OSD Strategic Plan that is focused on teachers' data analysis of the STAR 360 assessments to design units of study that strengthen first-instruction. Also, we will continue to engage in AVID professional development opportunities to replicate effective instructional practices and student activities that have a significant impact on student learning. Finally, we will refine our system of observation and feedback for teachers to receive immediate and effective feedback from a school administrator to improve their instructional practices. Data will be reviewed consistently twice a week during Professional Learning Communities, for teachers to design instruction that meets the academic and linguistic needs of all students.

To support our students from making more significant academic growth than "low and very low" as reported by the 2022 California Dashboard, tutoring groups will be available to students before and after school on a weekly basis to provide second and third-tier support to students. Moreover, we are expanding our co-taught Special Education sections, from 7 to 12, in our Master Schedule to support our general education students more by having the instructional support of a general and special education teacher. We hope for 180 students to benefit of the co-taught sections in 2023-24.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

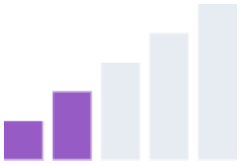
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
62.0 points below standard	78.5 points below standard	1 Student
757 Students	507 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
77.8 points below standard	63.7 points below standard	134.2 points below standard
53 Students	721 Students	145 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students			No Performance Level 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 63.7 points below standard 724 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 35.1 points below standard 18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.6 points below standard	51.9 points below standard	48.2 points below standard
251 Students	256 Students	164 Students

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, CAASPP assessment were not administered during the 2019-2020 or 2020-2021 school years.

Lopez staff will continue to examine the instructional practices that contributed to significant student growth in the area of English-Language Arts. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of English-Language Arts.

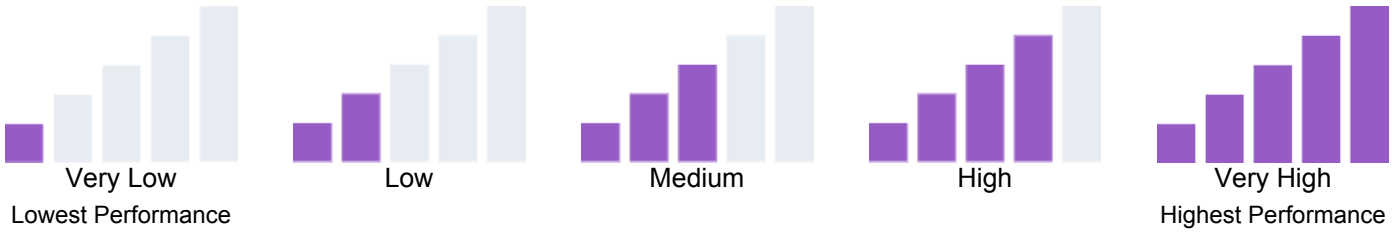
As reported by the 2022 California Dashboard, all of our student groups scored in the "low or very low" average" in Language Arts, primarily due to the learning impact during school closures in the 2020-21 Academic School year due to COVID-19. Distance Learning had a significant impact in our students linguistic and academic abilities. Through refined collaborative structures at Lopez Academy, centered on data analysis and lesson design, we strive to improve our first-tier instruction that supports the academic and linguistic development of all our student groups. The school principal is engaging in analysis of student groups through the collaboration of On-Track educational partners, to analyze learning for all student groups and refine our systems to meet the academic and linguistic needs of all our students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

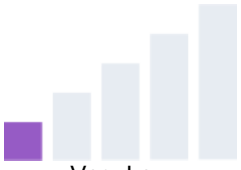


This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	No Performance Level
118.8 points below standard	129.0 points below standard	1 Student
754 Students	506 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very Low	Very Low	Very Low
153.1 points below standard	120.9 points below standard	203.8 points below standard
53 Students	718 Students	144 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students			No Performance Level 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 121.1 points below standard 721 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 62.9 points below standard 18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
155.5 points below standard 252 Students	102.8 points below standard 254 Students	115.2 points below standard 163 Students

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, CAASPP assessment were not administered during the 2019-2020 or 2020-2021 school years. .

Lopez staff will continue to examine the instructional practices that contributed to significant student growth in the area of Mathematics. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of Mathematics. Further analysis will be added when the spring 2023 CAASPP scores are released.

Lopez staff will continue to examine the instructional practices that contributed to significant student growth in the area of Mathematics. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of Mathematics.

As reported by the 2022 California Dashboard, all of our student groups scored in the "low or very low" average" in Math, primarily due to the learning impact during school closures in the 2020-21 Academic School year due to COVID-19. Distance Learning had a significant impact in our students linguistic and academic abilities. Through refined collaborative structures at Lopez Academy, centered on data analysis and lesson design, we strive to improve our first-tier instruction that supports the academic and linguistic development of all our student groups. The school principal is engaging in

analysis of student groups through the collaboration of On-Track educational partners, to analyze learning for all student groups and refine our systems to meet the academic and linguistic needs of all our students. Finally, through strong professional development with our district TOSA's and Manager of Mathematics, we will prepare our teachers to deliver strong academic instruction in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

68.8 making progress towards English language proficiency

Number of EL Students: 250 Students

Performance Level: 5

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.

2022 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
11.2%	20.0%	0.8%	68.0%

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. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The 2019 California School Dashboard does not report on English Learner progress as this was only the second administration of the new ELPAC assessment for English Learner students. In analyzing the student data for the 2022 California Dashboard, it is clear that our English Learners are making "very high" growth academic growth.

Overall, 58 students at Lopez Academy scored a 4 overall (highest level) on the 2022-23 ELPAC assessment. This represents nearly one-quarter of the total EL student population at Lopez. In 6th grade, 60% 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, 62% 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 67% 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. In the 2022-23 Academic School Year, Lopez Academy had the highest number of students that

reclassified with 97 students in the entire school district. 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 2023-24 school year. Professional development with AVID collaborative strategies and a school-wide focus in writing short responses using the RACE writing strategy will continue as our English Learners are making "Very High" growth as indicated in the California Dashboard and the 2021-22 and 2022-23 ELPAC assessments.

When an Emerging Bilingual is reclassified as fluent English Proficient (RFEP), they must still be monitored for a period of 4 years in case they are in need of further support. Oxnard School District works in conjunction with the state of California to set clear guidelines to determine when a student is ready for reclassification. The data examined to determine if a student is ready for reclassification includes their CAASPP ELA smarter balanced test score, their overall ELPAC Score, and their STAR 360 reading level. After four years of monitoring, reclassified students are no longer monitored. When Lopez receives a student that has not previously been enrolled within a school in the United States, an initial ELPAC examine is administered to measure whether the student will be classified as an English Learner or not to ensure that appropriate supports and programs are offered for all students designated as an English Learner.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
31.3% Chronically Absent	29.5% Chronically Absent	Less than 11 Students
840 Students	312 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
40% Chronically Absent	32.2% Chronically Absent	43.9% Chronically Absent
65 Students	802 Students	173 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 8 Students			No Performance Level Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 31.5% Chronically Absent 801 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 25% Chronically Absent 20 Students

Conclusions based on this data:

The California school dashboard for 2022 reported that all subgroups reported for our school had a "Very High" chronic absenteeism rate. Historically, Lopez Academy has had a high rate of students who are chronically absent, usually failure to present doctor's notes when the students are absent or families not communicating to out school office when they are out of town or are ill. It is important to hold parent meetings for our parents to be aware of the attendance protocols for our school in order to maintain clear communication and follow the protocols when a student is absent.

In the 2022-23 Academic School Year, we have held several incentives to encourage students to earn perfect attendance each month. In addition, we have held incentives for class periods with zero tardies throughout the month. These two incentives have been very successful in promoting strong student daily attendance and an expectation to maximize instructional time. In addition, our Assistant Principals, Counselors, Outreach Specialist, and Attendance Technician work closely together to monitor students who are adding absences by conducting home visits, scheduling SART meetings, and providing resources to the families that need support in order for their children to attend school.

For the 2023-24 Academic School year, numerous parent meetings will be held to educate our Lopez community on the importance of attending school every day and the protocols on clearing an absence. We will reward students who are maintaining strong attendance throughout the school year and closely monitor students who are adding absences. In collaboration between our Attendance Tech and ORC, we will develop attendance monitoring plans for our students who are adding absences. Our goal is for Lopez Academy to be a safe-learning environment where students want to come every day!

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

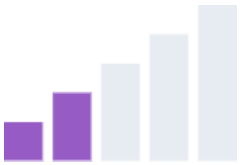
Very High	High	Medium	Low	Very Low
2	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
11.7% suspended at least one day	13.7% suspended at least one day	Less than 11 Students
873 Students	322 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	High	Very High
10.3% suspended at least one day	11.7% suspended at least one day	16.2% suspended at least one day
68 Students	826 Students	179 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 10 Students			No Performance Level Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 12% suspended at least one day 830 Students	No Performance Level Less than 11 Students 4 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 5% suspended at least one day 20 Students

Conclusions based on this data:

Prior to analyzing the California Dashboard for 2022, it is important to analyze the data from 2018-2019 as this was the last reported for suspensions. The California School Dashboard suspension rate is part of the overall school conditions and climate report. This data is from the 2018-2019 school year, and shows a decline of 1% in the overall suspension rates as 8.1% of students were suspended at least once during the 2019 school year. When looking more closely at the data, 8.1% of Hispanic students were suspended at least once, and 5.3% of white students were suspended at least once. 10.6% of English Learner students were suspended at least once and 13.8% of students with disabilities.

It was is anticipated that Lopez Academy would have a decline in suspensions for the following school years, but as the 2022 California Dashboard reported, 11.7% of all students were suspended at least once last year. English Learners and Students with Disabilities had "very high" rate of suspensions, while Hispanic, Homeless, and Socioeconomically Disadvantaged had "high" rate. With reopening of schools after the global COVID pandemic, there was a high need for our students to receive counseling services and review behavioral expectations. Students were often suspended for engaging in physical altercations and being in possession or under the influence of a controlled substance. Monthly assemblies have been very effective to remind student of behavioral expectations and redirect negative patterns of behaviors, however, the best classroom management plan is to have strong lesson plans and sustained powerful relationships that nurture equity and success. We will add school-wide incentives to our school-wide behavioral plan to motivate students in positive activities instead of engaging in negative behaviors that get them suspended from school. School-wide events during nutrition and lunch time will be planned by our ASB and WEB student groups to make school a fun and dynamic place to attend and inspire kindness.

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

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	23% of Lopez Academy 6th Grade students scored "met or exceeded standards" on the 2022 CAASPP ELA Assessment (preliminary June 2023). 26% of Lopez Academy 7th Grade students scored "met or exceeded standards" on the 2023 CAASPP ELA Assessment (preliminary June 2023). 29% of Lopez Academy 8th Grade students scored "met or exceeded standards" on the 2022 CAASPP ELA	38% of Lopez Academy 6th Grade students will score "met or exceeded standards" on the 2023 CAASPP ELA assessment. 41% of Lopez Academy 7th Grade students will score "met or exceeded standards" on the 2023 CAASPP ELA assessment. 44% 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 June 2023).	
CAASPP Math Assessment	13% of Lopez Academy 6th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary June 2023). 18% of Lopez Academy 7th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary June 2023). 13% of Lopez Academy 8th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary June 2023).	28% of Lopez Academy 6th Grade students will score "met or exceeded standards" on the 2023 CAASPP Math assessment. 33% of Lopez Academy 7th Grade students will score "met or exceeded standards" on the 2023 CAASPP Math assessment. 28% 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)	57% of Lopez Academy 6th Grade English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary June 2023). 61% of Lopez Academy 7th Grade English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary June 2023). 66% of Lopez Academy 8th Graders English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary June 2023).	72% of Lopez Academy 6th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment 76% of Lopez Academy 7th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment 81% of Lopez Academy 8th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment
STAR 360 Reading Assessment	30% 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 45% of students score Proficient (level 3 or 4) on the final administration of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	29% of 7th grade students scored Proficient (level 3 or 4) on the Spring administration of the STAR 360 Reading Assessment 24% 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 44% 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 39% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Reading Assessment
STAR 360 Math Assessment	12% of 6th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Math Assessment 19% of 7th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Math Assessment 16% 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 27% 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 34% 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 31% 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)
6,142.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra help
12,283.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra help
6,142.00	LCFF 1000-1999: Certificated Personnel Salaries Certificated 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 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)
6,756.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra help
6,142.00	LCFF

	1000-1999: Certificated Personnel Salaries Certificated 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.

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)
11,330	Title I 2000-2999: Classified Personnel Salaries $9,504 (salary) $ 3,376 (classified benefits)
19,294	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 2023-24 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)

2,000.00	LCFF 4000-4999: Books And Supplies New books for library
5,000.00	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)
4,500.00	LCFF 5000-5999: Services And Other Operating Expenditures PD/Conferences/Virtual Trainings
500.00	Title I 5000-5999: Services And Other Operating Expenditures
2,785.00	Title III 5000-5999: Services And Other Operating Expenditures

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

Support the expansion of electives and clubs that support our school's academy focus of the arts and sciences.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

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 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

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)
15,000.00	Title III

	5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses *specifically targeted for use with English Learner students
0.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses

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, 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 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.

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)
62,524.00	LCFF 4000-4999: Books And Supplies Materials to support all content areas/PLC teams
0	Title III 4000-4999: Books And Supplies Instructional Materials exclusively for ELD and AVID Excel courses
20,000.00	LCFF - Intervention 4000-4999: Books And Supplies Warehouse materials to support all content areas/PLC teams

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

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)
2334.00	Title I 1000-1999: Certificated Personnel Salaries Counselor salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

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)
13529.00	LCFF 2000-2999: Classified Personnel Salaries $3,000 (salary) $1066 (classified benefits) Clerical extra help
5412.00	Title I 2000-2999: Classified Personnel Salaries $400 (salary) $142 (classified benefits) Paraeducator Extra Help
0.00	Title III 2000-2999: Classified Personnel Salaries $3,000 (salary) $1,066 (classified benefits) Library Extra Help
	LCFF 2000-2999: Classified Personnel Salaries $500 (salary) $51 (classified benefits) Clerical OT

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

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 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

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)
2,500.00	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
	LCFF 5000-5999: Services And Other Operating Expenditures Services/Entry/Fees

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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Support teachers instructional growth through observation and feedback cycles on a regular basis. This will strengthen tier-one 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 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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue with AVID Professional development opportunities during staff meetings and SIP days to improve collaborative structures and strengthen first-tier 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 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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Leadership Team will meet to strengthen school-wide systems for instruction and improved students 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)

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 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 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.

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 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 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 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 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 and two Math Teachers on Special Assignment 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 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.

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 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.

30-40 Lopez Academy Students

Strategy/Activity

TRIO Program (college preparation program for middle school students) 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 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.

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 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.

Specifically targeted for use with English Learner students

Strategy/Activity

Conference/Professional Development regarding best instructional practices 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.

0	Title III

	5000-5999: Services And Other Operating Expenditures PD/Training
0	Title I 5000-5999: Services And Other Operating Expenditures PD/Training
3000.00	LCFF

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 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 2023 are published, but preliminary scores indicates academic growth in ELA and Math in all grade levels.

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 2022-23 school year, many student clubs were added to campus while fewer interventions took place. Funding for these clubs and interventions was primarily from the ELOP funds through our district office.

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 2023 CAASPP official results are released, but preliminary 2023 CAASPP data is indicating academic growth in reading and math. 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	According to the 2022 California Dashboard, 11.7% of students were suspended at least once in the 2021-2022 School Year. 2023 California Dashboard has not been released yet, but local data indicates that less students are being suspended in 2022-23 school year.	Decrease suspension rate by 2% for the 2023-24 school year.
Panorama Social-Emotional Survey	42% of Panorama Respondents report a strong sense of belonging (Winter 2023 administration) 50% of Panorama Respondents report a strong teacher-student relationship (Winter 2023 administration)	57% of Panorama respondents will report a strong sense of belonging (Winter 2023 administration) 55% of Panorama respondents will report a strong teacher-student relationship (Winter 2023 administration)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	According to the 2022 California Dashboard, 31.3% of students were chronically absent in the 2021-2022 School Year. 2023 California Dashboard has not been released yet, but local data indicates that more students are chronically absent in the 2022-23.	The number of students with Chronic Absenteeism will decline by 4% for the 2023-24 school year.
Panorama Social-Emotional Survey	92% of students took the Panorama test during the spring 2022-23 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)
	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)
0	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)
1353.00	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)
3787.00	LCFF 2000-2999: Classified Personnel Salaries $3,000 (salary) $1,066 (classified benefits)
1353.00	Title I 2000-2999: Classified Personnel 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 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)
	District Funded 1000-1999: Certificated Personnel Salaries 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.

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.

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)

3,000.00	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.

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

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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Open a Wellness Center that will operate throughout the school day, especially nutrition and lunch, to support 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)

Annual Review

SPSA Year Reviewed: 2022-23

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 as reported by the 2022 California Dashboard and the Panorama Survey. In addition to attendance, suspension rates will be examined for the 2022-23 school year as reported by the 2022 California Dashboard. Furthermore, all Lopez students took the Panorama Survey at least three times during the 22-23 school year and the data shows the need to continue providing social-emotional supports to our students, especially those with a diagnosis of Emotional Disturbance, McKinney -Vento population, low socioeconomic, and Students with Disabilities. Multiple counseling referrals were conducted, but due to staffing limitations with our hiring agencies and Ventura County, these referrals took an average of 6-8 weeks to start services. Panorama data was used since the 2021 academic 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, and 31.7% of our students were chronically absent in 2021-2022 school year, as reported by the 2022 California Dashboard. 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 visit, hold on site SART meetings, and address unnecessary and unexcused absences throughout the 2022-23 school year to help maximize student attendance. Student incentives for academic and strong 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.

The 2022 California Dashboard reported that 31.7% of our students were chronically absent and 11.7% were suspended at least once during the 2021-2022 Academic 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. However, the 2022 California Dashboard reported that 31.7% of our students were chronically absent and 11.7% were suspended at least once during the 2021-2022 Academic School Year. Until the 2023 California Dashboard is released, the data on the last Dashboard will be used to determine the metrics for the 2023-24 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 90% for the fall 2022 in person conferences	Maintain or increase the percentage of parents participating in parent conferences for the fall 23-24 school year (virtual or in-person)
Average Attendance at ELAC	ELAC averaged 16 parents in attendance for the 2022-23 school year	ELAC will maintain or increase attendance to an average of at least 16 parents for the 2023-2024 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, Dia de los Muertos and 5 de Mayo festivals, 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)
476.00	Title I 2000-2999: Classified Personnel Salaries $1,500 (salary), $533 (classified benefits) Verbal Translation
1353.00	Title III 2000-2999: Classified Personnel Salaries
677.00	LCFF 2000-2999: Classified Personnel 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 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)
677.00	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 and in person to involve as many parents as possible.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)
40,300.	Title I 2000-2999: Classified Personnel Salaries $27,650 (salary), $9,821 classified benefits
0	LCFF - Intervention 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 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 2022-23 school year do to the successful parent participation through this platform during 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, Dia de los Muertos evening festival, 5 de Mayo evening festival, 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 2022-2023 school year, but it is important to note that most activities were held virtually through zoom as this platform is highly successful to accommodate to the working schedules of our families. Additional OUHSD information and parent sessions were provided in the spring of 2023.

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	$98,741.00
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	$264,649.00

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	$114,331.00
LCFF - Intervention	$51,577.00

Subtotal of state or local funds included for this school: $165,908.00

Total of federal, state, and/or local funds for this school: $264,649.00

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
ELOP		
Title I	74,603.00	0.00
Title III	24,138.00	0.00
LCFF	114,331.00	0.00
LCFF - Intervention	51,577.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	114,331.00
LCFF - Intervention	51,577.00
Title I	74,603.00
Title III	24,138.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	12,284.00
2000-2999: Classified Personnel Salaries	LCFF	20,023.00
4000-4999: Books And Supplies	LCFF	64,524.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,500.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,283.00

2000-2999: Classified Personnel Salaries	LCFF - Intervention	19,294.00
4000-4999: Books And Supplies	LCFF - Intervention	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	15,232.00
2000-2999: Classified Personnel Salaries	Title I	58,871.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
2000-2999: Classified Personnel Salaries	Title III	1,353.00
4000-4999: Books And Supplies	Title III	5,000.00
5000-5999: Services And Other Operating Expenditures	Title III	2,785.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	211,673.00
Goal 2	9,493.00
Goal 3	43,483.00

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

5 Parent or Community Members

1 Secondary Students

Name of Members	Role
Mr. Genaro Magana	Principal
Eric Steiner	Classroom Teacher
Ariadna Vega	Classroom Teacher
Lauren Mendez	Classroom Teacher
Alberto Hannanel	Classroom Teacher
Angelica Arias	Other School Staff
Lorena Siquieros	Parent or Community Member
Bernardo Ramirez	Parent or Community Member
Miguel Zamora	Parent or Community Member
Araceli Alvarez	Parent or Community Member
Santos Alfaro	Parent or Community Member
Alyssa Ambriz	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/5/2023.

Attested:

Principal, Mr. Genaro Magana on June 5, 2023
SSC Chairperson, Lauren Mendez on June 5, 2023

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 6/5/2023.

Attested:

	Principal, Mr. Genaro Magana on June 5, 2023
	SSC Chairperson, Lauren Mendez on June 5, 2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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	May 24, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement

Marina West has been identified for Additional Targeted Support and Improvement (ATSI). The state of California requires schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcome. The three subgroups at Marina West in which students need additional support are students with disabilities, socioeconomically disadvantaged, and Hispanic students. English learners is a significant subgroup that makes up 45% of the student population but it has not been identified for additional targeted support. 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. We will continue to offer tutoring outside the school day and monitor goal progress. To meet the needs of our special education students, we will be focusing on student outcomes and ensuring we target their IEP goals.

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 district-adopted curricula of World of Wonders (TK), Wonders (K-5), My Math, Twig Science and Social Studies Alive! To provide further support, we use intervention programs such as PALS, SIPPS 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, Parent Square, 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.

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 to understand the climate of the school and provide specific feedback to teachers about teaching and student learning. Based on current walkthrough observations, an area we need to augment is consistent use of instructional strategies such as differentiation, class discussions and cooperative learning. Instructional strategies are key to reaching all levels of learners. During collaborative PLC's, teachers will monitor student outcomes and adjust lesson plan to reach all learners.

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 and made instructional plans to improve student outcomes. 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 weekly in PLCs. Student progress was monitored through curriculum and Star assessments. Teachers provided specific differentiation, intervention or remediation for underperforming students through flexible groups during the school day. Data from Star, IAB's, and curriculum assessments was sued for discussions and to determine needs 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 weekly collaboration and planning meetings during early release days on Wednesdays. 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. Flexible group instruction time (formerly referred to as 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 differentiated 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 and through PLC's staff will collaborate 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. An additional opportunity for parents to participate in supporting school initiatives is through the Marina West PTA. Other opportunities to participate are through Back to School night, Spring Open House, Cookies with Santa, Books and Blankets 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 2023-24 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 (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA) 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 2023-24 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 regularly 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 regular 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.

Educational Partner 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 offer opportunities for parents to be involved through school-wide events and parent advisory committees. Examples of advisory committees are 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. Examples of school-wide events are family nights, Books and Blankets and carnival. 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 the May 31 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 April-May 2023.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the 2022-23 school year, resource inequities were due to staffing shortages. We have a Literacy Intervention 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 istudents identified for this targeted support consistently. Individual Student Monitoring Conferences with teachers were planned and scheduled to occur three times this school year. However, due to substitute teacher shortages, not all the cycles were completed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	2.2%	1.57%	1.83%	12	8	9
Asian	%	%	0%			0
Filipino	0.6%	0.59%	0.41%	3	3	2
Hispanic/Latino	91.6%	93.91%	93.28%	491	478	458
Pacific Islander	0.4%	0.20%	0.2%	2	1	1
White	3.7%	3.34%	3.46%	20	17	17
Multiple/No Response	1.5%	0.39%	0.81%	8	2	4
			Total Enrollment	536	509	491

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	99	83
Grade 1	79	73	96
Grade 2	83	78	72
Grade3	96	78	76
Grade 4	90	89	74
Grade 5	96	92	90
Total Enrollment	536	509	491

Conclusions based on this data:

Student enrollment at Marina West is declining. This may be due to a variety of factors, which may include the high cost of living in our area and post pandemic challenges. Most student groups at Marina West declined, with the exception of first grade which has increased. In 20-21 it was 79 and in the 22-23 school year it was 96. The largest group represented at Marina West are Hispanic/Latino with over 91%. We also have other groups represented in smaller numbers: white- 3.46%, African American- 1.83, Filipino- 0.41%, Pacific Islander- 0.2% and multiple/no response at 0.81%. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	234	230	205	43.70%	45.2%	41.8%
Fluent English Proficient (FEP)	48	28	21	9.00%	5.5%	4.3%
Reclassified Fluent English Proficient (RFEP)	13		14	5.6%		

Conclusions based on this data:

Marina West reclassified 14 general education students in the 2022-23 school year. The number of English learners and Fluent English Proficient students decreased. Between 20-21 and 22-23, the number of English learners decreased from 234 to 205 and fluent English proficient students from 48 to 21. A factor 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	25	2	8%	5	20%	1	4%	17	68%	4	805
Grade 1	93	35	38%	7	8%	11	12%	40	43%	4	805
Grade 2	11	11	100%	0	0%	0	0%	0	0%	1	732

Conclusions based on this data:

Star Early Literacy average scores indicate most Kindergarten and first 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 flexible learning groups, Literacy Intervention Teacher, and paraeducator support. Four grade 2 students did take the Early Literacy exam. The exam identified basic literacy areas where additional support is needed. 68% of Kindergarteners are At/Above benchmark and 46% of first graders are at At/Above benchmark.

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	73	39	53%	16	22%	10	14%	8	11%	1	882
Grade 3	71	35	49%	21	30%	10	14%	5	7%	1	920
Grade 4	72	49	68%	12	17%	7	10%	4	6%	1	921
Grade 5	90	40	44%	19	21%	23	26%	8	9%	1	996

Conclusions based on this data:

Based on end of year Star Reading district benchmark data, all grades made gains in language arts with the exception of grades 3 and 4, which slid back from previous baselines. Grade 1 made the largest gain with an increase of 18% increase from the baseline. The grade level that is furthest from the expected benchmark is grade 4. 77% of tested fourth graders are needing intervention while 17% are at/above the district benchmark. The general areas in which students need more support are key ideas and details, craft and structure and integration of knowledge. Marina West is in ATSI and performing below expectations in reading and mathematics. Monitoring for timely support will be taking place at more frequent intervals in order to identify areas of need.

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	93	33	35%	30	32%	23	25%	7	8%	2	830
Grade 2	77	33	43%	23	30%	16	21%	5	6%	2	889
Grade 3	72	32	44%	18	25%	16	22%	6	8%	2	946
Grade 4	69	42	61%	20	29%	6	9%	1	1%	1	942
Grade 5	90	56	62%	15	17%	11	12%	8	9%	1	1010

Conclusions based on this data:

End of year Star Math district benchmark data indicates that grades grades 1, 2, and 3 grew from baseline data. Grade 4 stayed the same and grade 5 slid back. Grade 2 showed the most growth with a 17% increase. For the lower grades, it will require significant 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 flexible learning 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		76			74			74			97.4	
Grade 4		89			89			89			100.0	
Grade 5		89			89			89			100.0	
All Grades		254			252			252			99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2363.			8.11			21.62			20.27			50.00	
Grade 4		2380.			1.12			10.11			28.09			60.67	
Grade 5		2422.			4.49			19.10			21.35			55.06	
All Grades	N/A	N/A	N/A		4.37			16.67			23.41			55.56	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.76			54.05			39.19	
Grade 4		4.49			55.06			40.45	
Grade 5		5.62			58.43			35.96	
All Grades		5.56			55.95			38.49	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.76			45.95			47.30	
Grade 4		1.12			40.45			58.43	
Grade 5		3.37			46.07			50.56	
All Grades		3.57			44.05			52.38	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.70			67.57			29.73	
Grade 4		4.49			58.43			37.08	
Grade 5		3.37			78.65			17.98	
All Grades		3.57			68.25			28.17	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.16			55.41			32.43	
Grade 4		2.25			65.17			32.58	
Grade 5		5.62			57.30			37.08	
All Grades		6.35			59.52			34.13	

Conclusions based on this data:

Marina West's CAASPP English language arts data shows that 3rd grade decreased from the 2021-22 test cycle from 29% to 17% meeting or exceeding standards, 4th grade increased from 11% to 17%, and 5th grade increased from 23% to 37%.Grade 5 met the 10% year growth goal. At Marina West, we are focusing on ensuring students are provided with multiple opportunities to develop literacy and intervene with additional support through flexible learning 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		76			74			74			97.4	
Grade 4		89			89			89			100.0	
Grade 5		89			89			89			100.0	
All Grades		254			252			252			99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2368.			2.70			21.62			25.68			50.00	
Grade 4		2384.			1.12			7.87			24.72			66.29	
Grade 5		2409.			1.12			2.25			29.21			67.42	
All Grades	N/A	N/A	N/A		1.59			9.92			26.59			61.90	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.76			40.54			52.70	
Grade 4		3.37			28.09			68.54	
Grade 5		1.12			37.08			61.80	
All Grades		3.57			34.92			61.51	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.05			47.30			48.65	
Grade 4		0.00			28.09			71.91	
Grade 5		1.12			39.33			59.55	
All Grades		1.59			37.70			60.71	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.41			56.76			37.84	
Grade 4		0.00			49.44			50.56	
Grade 5		1.12			47.19			51.69	
All Grades		1.98			50.79			47.22	

Conclusions based on this data:

Marina West's CAASPP math data shows 3rd grade decreased from 23% to 20% met or exceeded standards, 4th grade increased from 8 to 9%, and 5th grade increased 3 to 20%. Grades 4 and 5 showed growth from the previous year.
During the 2022-23 school year, teachers found they needed to fill in gaps and accelerate learning. For the 2023-24 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1406.5			1421.8			1370.9			29	0	
1	*	1431.8		*	1449.2		*	1413.8		*	18	
2	1469.7	1471.1		1470.9	1473.8		1468.0	1467.9		31	32	
3	1479.8	1484.9		1475.8	1490.5		1483.1	1478.6		50	37	
4	1498.4	1501.9		1503.1	1510.6		1493.1	1492.8		45	49	
5	1503.3	1532.6		1498.4	1539.4		1507.9	1525.4		28	39	
All Grades										186	175	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			34.48			48.28			13.79			29		
1	*	11.11		*	16.67		*	50.00		*	22.22		*	18	
2	6.45	10.00		45.16	43.33		32.26	23.33		16.13	23.33		31	30	
3	2.04	18.92		44.90	32.43		36.73	27.03		16.33	21.62		49	37	
4	9.09	14.29		40.91	42.86		36.36	20.41		13.64	22.45		44	49	
5	3.70	33.33		37.04	33.33		40.74	20.51		18.52	12.82		27	39	
All Grades	5.46	18.50		40.44	35.84		38.25	25.43		15.85	20.23		183	173	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			48.28			41.38			6.90			29		
1	*	16.67		*	33.33		*	38.89		*	11.11		*	18	
2	25.81	30.00		38.71	26.67		22.58	26.67		12.90	16.67		31	30	
3	20.41	37.84		42.86	24.32		18.37	21.62		18.37	16.22		49	37	
4	31.82	28.57		45.45	44.90		18.18	16.33		4.55	10.20		44	49	
5	18.52	51.28		59.26	35.90		11.11	7.69		11.11	5.13		27	39	
All Grades	21.31	34.68		45.90	34.10		21.31	19.65		11.48	11.56		183	173	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			10.34			51.72			34.48			29		
1	*	0.00		*	22.22		*	38.89		*	38.89		*	18	
2	9.68	6.67		35.48	30.00		32.26	30.00		22.58	33.33		31	30	
3	0.00	8.11		12.24	18.92		65.31	37.84		22.45	35.14		49	37	
4	2.27	0.00		18.18	26.53		40.91	36.73		38.64	36.73		44	49	
5	0.00	7.69		11.11	28.21		59.26	46.15		29.63	17.95		27	39	
All Grades	3.28	4.62		16.94	25.43		50.27	38.15		29.51	31.79		183	173	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			89.66			6.90			29		
1	*	11.11		*	77.78		*	11.11		*	18	
2	32.26	30.00		54.84	53.33		12.90	16.67		31	30	
3	14.29	35.14		69.39	48.65		16.33	16.22		49	37	
4	25.00	36.73		65.91	51.02		9.09	12.24		44	49	
5	11.54	15.38		80.77	76.92		7.69	7.69		26	39	
All Grades	18.13	27.75		70.88	59.54		10.99	12.72		182	173	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.14			48.28			27.59			29		
1	*	16.67		*	66.67		*	16.67		*	18	
2	22.58	33.33		58.06	50.00		19.35	16.67		31	30	
3	29.79	57.14		51.06	25.71		19.15	17.14		47	35	
4	38.10	32.65		59.52	57.14		2.38	10.20		42	49	
5	51.85	73.68		40.74	21.05		7.41	5.26		27	38	
All Grades	32.96	45.29		51.96	42.35		15.08	12.35		179	170	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45			79.31			17.24			29		
1	*	5.56		*	44.44		*	50.00		*	18	
2	25.81	6.67		51.61	60.00		22.58	33.33		31	30	
3	0.00	8.11		65.31	37.84		34.69	54.05		49	37	
4	4.65	4.08		53.49	53.06		41.86	42.86		43	49	
5	7.41	10.26		59.26	71.79		33.33	17.95		27	39	
All Grades	7.69	6.94		60.99	54.34		31.32	38.73		182	173	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24			37.93			44.83			29		
1	*	0.00		*	76.47		*	23.53		*	17	
2	6.45	10.00		58.06	56.67		35.48	33.33		31	30	
3	8.16	13.51		73.47	59.46		18.37	27.03		49	37	
4	4.88	4.08		78.05	71.43		17.07	24.49		41	49	
5	0.00	10.26		74.07	74.36		25.93	15.38		27	39	
All Grades	7.22	8.14		65.56	67.44		27.22	24.42		180	172	

Conclusions based on this data:

Based on the 2023 summative ELPAC, Marina West tested 187 English learners. Of the students who tested, 47% (89 students) are English proficient at levels 3 and 4. 14 general education students were reclassified in the 22-23 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.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
509	**94.9**	**45.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marina West Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	230	45.2
Foster Youth		
Homeless	15	2.9
Socioeconomically Disadvantaged	483	94.9
Students with Disabilities	109	21.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.6
American Indian		
Asian		
Filipino	3	0.6
Hispanic	478	93.9
Two or More Races	2	0.4
Pacific Islander	1	0.2
White	17	3.3

Conclusions based on this data:

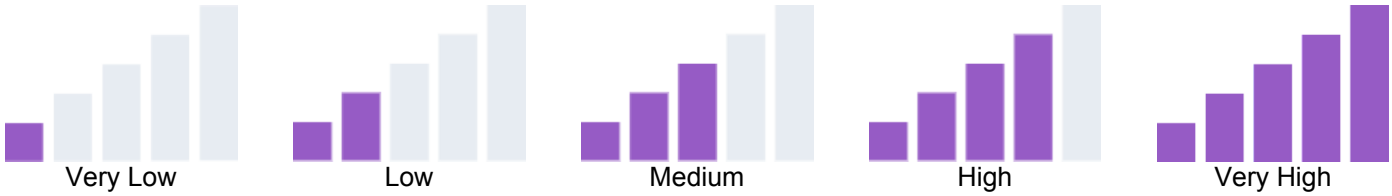
The major subgroups at Marina West School are socioeconomically disadvantaged (483 students/94%), English Language Learners (230 students/45%), students with disabilities (109 students/21%) and Hispanic (478 students/93%). With the exception of English learners, Marina is in ATSI status with the three other subgroups. Although our African-American and White sub-groups are not considered a significant sub-group on the CAASPP Dashboard reporting system, we, at Marina West, continue to focus on the needs of all our students. We focus on first instruction by ensuring standards based instruction, assessment and reflection; instructional rigor and student engagement. Tier 1 intervention was delivered by the classroom teacher, and Tier 2 intervention in small group delivered by teachers during flexible learning groups, tutoring (before and after school), Literacy Intervention Teacher and paraeducators supporting all grade levels. At Marina West, we used used Title 1 funds to provide tier 2 intervention with an ISP that focused on ELA and math support during the school day. Student data was used to make instructional decisions and small group instruction. Small group instruction was based on teacher and STAR 360 assessment data. It was reviewed and discussed at weekly PLC/ Collaboration meetings.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

As a school, we scored very low in English language arts and mathematics on the 2021-22 CAASPP exam. Chronic absenteeism was very high and our suspension rate medium. English learner progress was low. Our focus is on first instruction (standards based instruction, assessment and reflection, student engagement) in Language Arts and math. English Language Development will focus on building reading, listening, speaking and writing. Tier 1 intervention in language arts and math will be delivered by classroom teachers in all grades. Tier 2 intervention for Grades 1-5 will be

in a small group delivered by the ISP, Literacy Intervention Specialist, teachers, and paraeducators in small groups with research based materials and guidance by the classroom teacher. Student assessment data will be used to guide instructional decisions. Assessment data will be reviewed and discussed at weekly PLC/Collaboration meetings. We will also use Title III funds to help provide after-school intervention to our English Learner population. To address chronic absenteeism, we will continue and make adjustments to our student incentive system, strengthen our site SARB committee as well as our parent attendance campaign. To lower our suspension rate, as a school and through our PBIS committee, we plan to review more frequently our discipline referrals to spot trends and provide timely support.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
81.1 points below standard	92.1 points below standard	
243 Students	139 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
7 Students	82.5 points below standard	145.9 points below standard
	236 Students	72 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students			No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 83.4 points below standard 229 Students			No Performance Level 10 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.0 points below standard 117 Students	45.2 points below standard 22 Students	71.1 points below standard 99 Students

Conclusions based on this data:

The Dashboard Data shows that our largest subgroups (students with disabilities, socioeconomically disadvantaged, Hispanic, English learners) are performing in the very low band in English language arts. Points below standard range from 82 for the first three subgroups and 45-101 for English learners. Despite having the extra support of paraeducators, ISP, and literacy teacher, and tutoring, our student outcomes were disappointing. Additionally, we used Title III funds to focus non-reclassified English Learners through targeted after-school tutoring. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners to also be supported with Title III funds. We will also continue to provide targeted intervention during the school day by teacher, during Tier 1 small flexible learning groups and Tier 2 (LIT) throughout the day and focus on all our subgroups.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

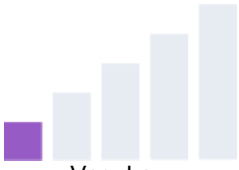
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
97.5 points below standard	102.9 points below standard	
243 Students	139 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
7 Students	98.3 points below standard	150.9 points below standard
	236 Students	72 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students			No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 99.5 points below standard 229 Students			No Performance Level 10 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
109.7 points below standard 117 Students	66.4 points below standard 22 Students	92.0 points below standard 99 Students

Conclusions based on this data:

All reported subgroups scored in the very low band. Points below standard met, ranged from 97 All Student to 150 students with disabilities. Supporting first instruction by the classroom teacher were paraeducators, the Literacy Intervention Teacher and the ISP who had small groups of students to work with. A continued focus on first instruction in conjunction with specific, intentional use of human resources will continue. A more precise identification of skills and knowledge gaps will be identified and targeted. We will continue to use assessment data to adjust instruction.

We used Title III funds to focus on non-reclassified English Learners through targeted after-school tutoring. We will continue to provide targeted interventions to our English Learners and include recently Reclassified English Learners with Title III funds. We will also continue to provide targeted intervention during the school day by teacher, during Tier 1 (flexible learning groups) and Tier 2 (LIT) throughout the day and focus on all our subgroups.

School and Student Performance Data

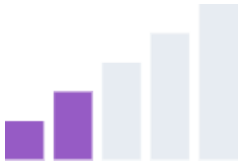
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

49.3 making progress towards English language proficiency

Number of EL Students: 136 Students

Performance Level: 2

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.

2022 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
15.4%	35.3%	0.0%	49.3%

Conclusions based on this data:

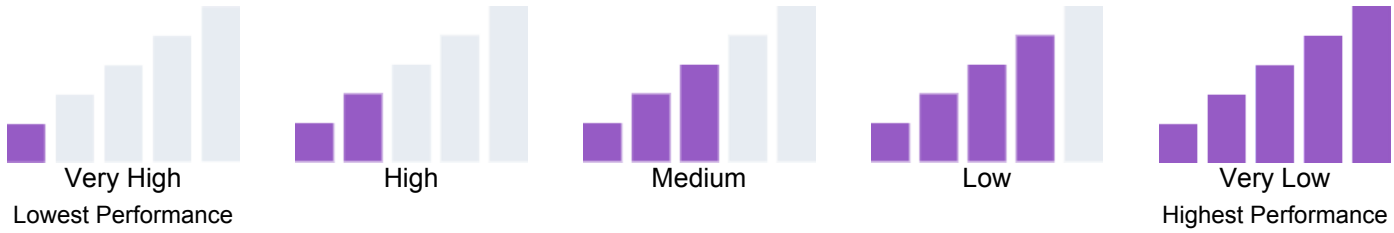
15% of our English learners decreased one English proficiency level, 35% maintained a lower proficiency level, and 49% moved up at least one level. Aside from receiving designated and integrated ELD on a daily basis, we offered extra support in the form of tutoring after school. It may be that our English learners are needing additional targeted support in academics, specifically reading.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

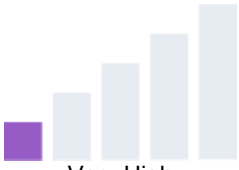
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
45.3% Chronically Absent	41.8% Chronically Absent	Less than 11 Students
539 Students	249 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
68% Chronically Absent	45.4% Chronically Absent	45.5% Chronically Absent
25 Students	515 Students	134 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 8 Students			No Performance Level Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 45.7% Chronically Absent 508 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level 29.4% Chronically Absent 17 Students

Conclusions based on this data:

The data above shows that Marina West has a very high chronic absenteeism rate. At 45% chronically absent, are our significant sub-groups- Hispanic, English Learners, Students with Disabilities and Socioeconomically Disadvantaged. Our White sub-group, even though it is not a significant sub-group, had the lowest percentage with 29% chronically absent. We currently have a student incentive system that targets specific students with attendance challenges. We will continue to conduct attendance meetings with parents to ensure we are constant communication with families and provide timely support.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	2	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
1.1% suspended at least one day	0.4% suspended at least one day	Less than 11 Students
559 Students	259 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
0% suspended at least one day	1.1% suspended at least one day	0.7% suspended at least one day
25 Students	528 Students	139 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
8 Students		2 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	No Performance Level
1% suspended at least one day	Less than 11 Students	Less than 11 Students	4.8% suspended at least one day
522 Students	2 Students	1 Student	21 Students

Conclusions based on this data:

With regard to the suspension rate of the larger subgroups at Marina West and in which we are in ATSI status are the following: Out of 528 socioeconomically disadvantaged students, 1% (5 students) have been suspended at least 1 day; Out of 139 students with disabilities, 0.7% have been suspended at least one day (1 student); Out of 522 Hispanic students, 1% has been suspended at least one day (5 students). Some of the students have been counted more than once as they belong to different categories. The suspensions were a result of students using force or violence on other students. At Marina West we take a proactive approach to avoid suspension and trying other means of correction. Some examples are behavior expectation assemblies throughout the year, (especially after long breaks), encouraging positive behavior by awarding Shark Dollars which can be spent at the Shark Store, added safe options at recess, use of restorative circles in the classroom and a Wellness Center to support students who may need a break.

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	2022-23 CAASPP ELA Data by Grade Level Percentage of students scoring at "Met Standard" or "Exceeded Standard" : 3rd Grade Students: 16% 4th Grade Students: 15% 5th Grade Students: 35%	The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 10% in each grade level on the 2023-24 assessment. Percentage of students who will will score "Met Standard" or Exceeded Standard" on the 2023-24 assessment: 26% of current 3rd Grade students 25% of current 4th Grade students 45% of current 5th Grade students
CAASPP Math Assessment	2022-23 CAASPP Math Data by Grade Level	The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 10% in each grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percentage of students scoring at "Met Standard" or "Exceeded Standard" 3rd Grade Students: 20% 4th Grade Students: 9% 5th Grade Students: 20%	level on the 2023-24 assessment. Percentage of students who will will score "Met Standard" or Exceeded Standard" on the 2023-24 assessment: 30% of current 3rd Grade students 19% of current 4th Grade students 30% of current 5th Grade students
Star Early Literacy and Star Reading Assessment	EOY 2023 Star Data by Grade Level Scoring At/Above District Benchmark: Percentage of students scoring at benchmark: Early Literacy (District benchmark): TK Students: 71% Kindergarten Students: 68% 1st Grade Students: 43% Star Reading (State benchmark): Kindergarten Students: No Results 1st Grade Students: 52% 2nd Grade Students: 26% 3rd Grade Students: 21% 4th Grade Students: 14% 5th Grade Students: 34%	The number of students scoring At/ Above Benchmark will increase by at least 5% in each grade level by January 2024 and 10% by May 2024. Early Literacy (District benchmark): 76% of TK students by January 2024; 81% by May 2024 73% of Kindergarten students by January 2024; 78% by May 2024 48% of 1st grade students by January 2024; 53% by May 2024. Star Reading (State benchmark): 57% of 1st Grade students by January 2024; 662% by May 2024 31% of 2nd Grade students by January 2024; 36% by May 2024 26% of 3rd Grade students by January 2024; 31% by May 2024 19% of 4th Grade students by January 2024; 24% by May 2024 39% of 5th Grade students by January 2024; 44% by May 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math Assessment	EOY 2023 Star Math Data by Grade Level Scoring At/Above State Benchmark: Percentage of students scoring At/Above State Benchmark: Kindergarten Students: No Results 1st Grade Students: 32% 2nd Grade Students: 28% 3rd Grade Students: 31% 4th Grade Students: 10% 5th Grade Students: 21%	The number of students scoring At/ Above State Benchmark will increase by at least 5% in each grade level by January 2024 and 10% by May 2024. 37% of 1st Grade students by January 2024; 42% by May 2024 33% of 2nd Grade students by January 2024, 38% by May 2024 36% of 3rd Grade students by January 2024; 41% by May 2024 15% of 4th Grade students by January 2024; 20% by May 2024 26% of 5th Grade students by January 2024; 31% by May 2024

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

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 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)
	District Funded 4000-4999: Books And Supplies Adopted 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.

SED, SWD, English learners, homeless, migrant

Strategy/Activity

Instructional Service Provider (ISP) will provide targeted support to students in need of support 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	Title I 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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Program contracts

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, SWD, English learners, Foster, Homeless

Strategy/Activity

Paraeducators will provide support to students (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)
	District Funded 2000-2999: Classified Personnel Salaries Para Educator salaries

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, and ST Math will be implemented in every classroom to support growth 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 5800: Professional/Consulting Services And Operating Expenditures Program contracts

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 after the fall, winter and spring Star assessment cycles to discuss and address student learning needs using ELA, math and EL assessment results. Students struggling to meet grade level goals will be identified for additional supports to address their instructional needs. Additionally, student groups identified for ATSI, will be monitored and provided timely 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)
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, SWD, SED (ATSI student groups)

Strategy/Activity

Professional development in curricular areas (ELA, math, writing process, science, social studies) will be available through staff meetings, after school trainings and conferences. District Teachers on Special Assignment (TOSAs) will be consulted to support teachers as needed. Additionally, we will use formative assessment results to monitor growth of ATSI student groups and provide targeted 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)
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.

SED, SWD, English learners, migrant, foster, homeless

Strategy/Activity

Literacy Intervention Teacher (LIT) will provide additional in-school, Tier 2 targeted instruction in language arts to identified 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)
	District Funded 1000-1999: Certificated Personnel Salaries LIT 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.

English Learners

Strategy/Activity

English learners will receive daily designated ELD instruction through the district adopted 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.

SWD, SED, English learners, migrant, foster, homeless

Strategy/Activity

Teachers will provide support, specific differentiation, intervention and remediation for underperforming students through flexible learning groups during the school day (formerly referred to as Universal 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)
	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 used to support our academy strand through 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)
500	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.

English learners, SWD, SED, migrant, foster, homeless

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 using research based programs/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)
6,000	Title III 1000-1999: Certificated Personnel Salaries Tutoring
1,728	LCFF - Intervention 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 TK-5th grade classes to provide supplemental programs (intervention and enrichment), support our 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)
400	Title III 5000-5999: Services And Other Operating Expenditures Materials, Supplies, Technology, Services
2,000	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Materials, Supplies, Technology, Services

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)
	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.

All students

Strategy/Activity

Teachers will monitor student performance and participate in SSTs, IEPs, 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)
11,500	LCFF 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 and meeting Accelerated Reader goals through special activities, assemblies and 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)
3,000	LCFF 4000-4999: Books And Supplies Certificates, Assemblies, medals
1,000	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Help (after school special activities, assemblies)

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 participate in a supplemental Reading Project to encourage reading outside of the classroom. The Reading Project is in collaboration with the district Consulting Teacher TOSA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

6,026	LCFF 4000-4999: Books And Supplies Reading Project Books

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

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)
5,000	LCFF 4000-4999: Books And Supplies Library Books

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

Support the arts portion of our strand focus through arts classes/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)
17,600	Title I 5800: Professional/Consulting Services And Operating Expenditures Art program/lessons/classes

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 all basic instructional materials and supplies; fund operating costs to ensure full access to equipment and services to ensure confidentiality of documents and 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)
1,826	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Duplo)
2,000	LCFF 5000-5999: Services And Other Operating Expenditures Rental, leases, repairs (2 storage portables)
500	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Shred It)
27,600	LCFF 4000-4999: Books And Supplies Basic instrucitonal 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.

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: 2022-23

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.

Marina West has been identified for Additional Targeted Support for Improvement (ATSI) status. The three significant subgroups are: Hispanic, students with disabilities and socioeconomically disadvantaged students. Throughout the 2022-2023 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 strategies to improve reasoning skills. Additionally, we worked as grade level teams during Professional Learning Community/Collaboration time on a weekly, 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 paraeducators during grade specific flexible learning groups. Schoolwide Star data shows a growth from baseline data from 21-22 to 22-23.

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 through strong first instruction. As a staff, we will explore effective and research based instructional strategies via our collaboration (PLC) process in response to identified student needs. Our SPSA goals are focused on ensuring we are focused on student outcomes and timely support.

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 2022-23 SPSA and school assessment data has resulted in the need for improved evidence-based instruction and collaboration amongst teachers. To further support student growth we will intentionally differentiate and scaffold instruction to meet our students' needs. A significant number of students are bus riders and cannot participate in before/after school tutoring. As a result, we will differentiate during the instructional day via flexible learning groups. Strategies we will put in place include collaboration with district teachers on special assignment with specific areas of expertise (such as literacy, English learner instruction), tutoring, extra support during the instructional day with support from the LI teacher and paraeducators, frequent monitoring and timely support. A primary driver to student growth is engagement and motivation. In the coming year, we plan to continue our focus of ensuring every Marina West student feels welcome and receives the support they need. We will continue strengthening the social emotional aspect through the support of our site counselor. Academically, we have already enlisted the support of Ms. Rachel Sutherland, district TOSA, to help us launch a reading project at Marina West that has a dual focus of promoting reading and developing a love for literature.

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 2022-23 school year: 16 incidents	Suspension Rate for the 2023-24 school year will be fewer than 8 incidents.
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 2023 survey are: *Sense of belonging- 64% *Engagement- 58% *Emotion regulation- 49%	Expected growth for the 2023-24 school year: *Sense of belonging- 74% *Engagement- 68% *Emotion regulation- 59%
Attendance Data	2022-23 attendance data: SARB: 12 students	The number of students referred to SARB will decrease by 50%; Overall student attendance: 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 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)
1,500	LCFF 4000-4999: Books And Supplies Supplies, posters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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. Incentive system to reward positive behavior will be used

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 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

Offer safe options (hoola hoop, jump rope and spinner area) at recesses 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)
500	LCFF 4000-4999: Books And Supplies Replacement 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 and 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.

SED, Foster, Homeless, Migrant

Strategy/Activity

Increase attendance awareness/chronic absenteeism within parent community and staff. Attendance letters will be sent out 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)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
2,500	LCFF 1000-1999: Certificated Personnel Salaries

	Counselor Extra help
2,500	LCFF 2000-2999: Classified Personnel Salaries ORC Extra Help

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.

SED, migrant, foster, homeless

Strategy/Activity

Implement attendance improvement campaign with students that includes school wide incentives (tees, certificates, pencils, medals) 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	LCFF 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.

SED, migrant, foster, homeless

Strategy/Activity

Form a site School Attendance Review Committee (SARC) to analyze attendance data (bimonthly) and provide support as needed. Committee will include the site principal, attendance tech, ORC and other site personnel 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 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)
	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

Recognize students for meeting behavior and attendance goals through special activities, assemblies and 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 Certificates, medals, pencils

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 IEP transition meetings for incoming Kindergarteners and exiting 5th 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)
2,000	LCFF 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)
	ASES

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 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)
	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

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 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

Annual Review

SPSA Year Reviewed: 2022-23

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, Marina West continued to build a positive school climate and promote positive student behavior by implementing a school-wide behavior and school climate program. Our program incentivized students caught following school rules and giving them Shark Dollars to spend at the Shark Store. Office referrals were tracked. Staff focused on implementing the Shark Guidelines for Success schoolwide while promoting a caring and safe environment and keeping students highly motivated. The focus on building community and monitoring student behavior yielded positive results. Overall, we saw fewer referrals originating in the classroom. Most referrals originated on the playground. We also saw an increase in incidents resulting in suspensions in grade 4 . Our findings align with Panorama Survey results- we need to continue to build on strengthening sense of belonging, engagement, and emotion regulation with support of our site counselor.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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 by students in the 2022-23 school year but did not decrease the number of referrals originating from unstructured time on the playground despite offering additional safe choices such as hoola-hoop area, skip its and jump rope area to basketball, soccer, big toy and handball areas.

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. Adjustments will be made to our Shark Store/Share Dollar incentive program. Examples of strategies to support student behavior include more frequent review of expectations and support from the PBIS site team. During the 2022-23 school year, the PBIS did not meet regularly. That is the most significant change we will implement in the 2023-24 school year. In the area of attendance, 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. While Marina West is in ATSI status in the areas of mathematics and reading, our suspension rate is identified as medium. This means that as a school team, we need to look to the Panorama Survey to provide insight into which areas our students need to strengthen- school connectedness, self management, emotion regulation. A priority for our student population includes creating and maintaining safe options for lunch/recess that do provide opportunity for choices where students will be unsafe with each other.

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
Panorama Survey (Family Responses)	Per Parent Responses: Family Engagement: 9% Family-School Communication: 73%	Family Engagement: 19% Family-School Communication: 90%
Parent Attendance to Workshops	For the 23-24 school year, baseline data on parent attendance at meetings will be collected (ex. SSC, ELAC, Parent Events, Family Nights, Back to School Night, Parent Conferences, Coffee with the Principal/ORC/Counselor). Average Attendance 2022-23: School Site Council: 5 ELAC:4 Enrichment Activities (Family Nights, Cookies with Santa, Books and Blankets):25	Providing workshops on topics of interest to parents will yield greater attendance and participation at schoolwide events and advisory committees: Expected Outcome from 2023-24: School Site Council: 10 ELAC:8 Enrichment Activities (Family Nights, Cookies with Santa, Books and Blankets):35

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)
1,000	Title III 1000-1999: Certificated Personnel Salaries Translations
4,399	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help
1,500	Title III 2000-2999: Classified Personnel Salaries Classified Extra Help
6,000	Title III 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)
500	LCFF 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, Open House); 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)
1000	Title III 2000-2999: Classified Personnel Salaries Translation
200	LCFF 5900: Communications Materials and supplies
1,500	Title III 2000-2999: Classified Personnel Salaries Classified 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

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
500	Title III 2000-2999: Classified Personnel Salaries Personnel for event

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)
230	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 Family Nights to include parents in their child's learning. Family Night examples include: reading, math, science, movie, Books and Blankets.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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)
1000	LCFF 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

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. Teachers will communicate regularly with parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 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.

SED, migrant, foster, homeless

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

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: 2022-23

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2022-23 school year we focused our efforts on increasing parent engagement and attendance across all school meetings and forums. Attendance proved to be a challenge. We had very few parents attend advisory committee meetings. 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. We did have fantastic attendance at school-wide events such as family nights, Books and Blankets/book fair, Cookies with Santa and awards assemblies. At Marina West, we value family input and continued support in student achievement by providing opportunities for parents to participate in a variety of meetings and settings to help increase student success. Despite efforts to increase parent participation at advisory committee meetings, 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 significant number of parents attending school-wide event meetings and parent nights. We plan to continue to focus on increasing parent participation and attendance at school wide

events and advisory committee meetings and to ensure we have the support and partnership in learning from parents.

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.

At Marina West, our focus is have families partner with us in their child's education. We want to expand on and promote parent participation by creating a welcoming environment. Strategies to support this initiative are having meetings held in a language all parents understand (Translation), frequent communication (2-way communication), and encourage participation on advisory committees. Additionally, we will continue to implement strategies and communication (Monthly Calendar, Parent Square, 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	$180,509.00

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	$107,152.00
LCFF - Intervention	$3,728.00

Subtotal of state or local funds included for this school: $110,880.00

Total of federal, state, and/or local funds for this school: $180,509.00

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	50,999.00	0.00
Title III	18,630.00	0.00
LCFF	107,152.00	0.00
LCFF - Intervention	3,728.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	107,152.00
LCFF - Intervention	3,728.00
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	20,000.00
2000-2999: Classified Personnel Salaries	LCFF	18,000.00
4000-4999: Books And Supplies	LCFF	50,126.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,826.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,500.00
5900: Communications	LCFF	700.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	1,728.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	29,000.00

2000-2999: Classified Personnel Salaries	Title I	4,399.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,600.00
1000-1999: Certificated Personnel Salaries	Title III	7,000.00
2000-2999: Classified Personnel Salaries	Title III	4,500.00
5000-5999: Services And Other Operating Expenditures	Title III	7,130.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	128,680.00
Goal 2	30,500.00
Goal 3	21,329.00

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
Lowell Foster	Classroom Teacher
Suzanne Fries-Hostka	Classroom Teacher
April Rosas	Classroom Teacher
Reyna Moreno	Other School Staff
Eva Barraza	Parent or Community Member
Leticia Ceja Conejo	Parent or Community Member
Gabriela Vazquez Vidrio	Parent or Community Member
Lisa Lopez	Parent or Community Member
Amber Gomez	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 5/31/2023.

Attested:

	Principal, Elva Gonzlaes-Nares on 5/31/2023
	SSC Chairperson, Lowell Foster on 5/31/2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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	May 31, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to the student group of Students with Disabilities for the indicators of ELA/Math performance and Chronic Absenteeism. McAuliffe is also eligible for ATSI due to the student group of White for the indicator of Chronic Absenteeism. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as early identification and targeted intervention, a positive reward system and clear communication to families.

The detailed plan is outlined in this SPSA.

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." Additionally, McAuliffe's vision supports the OSD Strategic Plan.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. The Mission is as follows: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. The Vision is as follows: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principles:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

McAuliffe school takes the strategic plan into account which, if implemented with fidelity, will increase student achievement exponentially.

In 22-23, McAuliffe students demonstrated tremendous growth and we will continue to raise the bar for the 23-24 school year. McAuliffe's 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 includes 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.

Instructionally, teacher will focus on the following for the 23-24 school year:

- Create an "Annual Plan" with the goal of making an outline of lessons throughout the year focused on planning based on Common Core standards while keeping in mind assessments and report card outcomes.
- Student Progress Monitoring: Teachers will track multiple student data in 6-8 week intervals to track their progress. Then, create SMART goals and an action plan.
- Common Formative Assessments: Teachers will administer CFA's weekly by grade level, identifying a standard, learning objective and agreed upon assessment. Data from CFA's will be analyzed for next steps.

The second goal of the SPSA is Social-Emotional Learning. 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, share resources, and support students.

Finally, McAuliffe has been identified as an ATSI school (Additional Targeted Support and Improvement). We are ATSI eligible due to student groups, students with disabilities, for the indicators of ELA/Math and Absences. McAuliffe is also eligible for ATSI due to student groups White for the indicator of absenteeism. Actions have been put in place in goal 1 and goal 2 to address the student groups and indicators.

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 collaborate on a regular basis 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), paraeducator support, and Literacy Intervention Teacher (LIT). Students at Tier II are reviewed through a Multi-Tiered System and Support (MTSS) process and the Student Success Team (SST). The Multi-Tiered System of Supports (MTSS) 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 for prizes. 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 has worked diligently creating positive behavior supports in the classroom and we strive to create 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 classrooms with informal "pop-ins" as well as formal evaluations. The focus of the informal and formal observations was to see evidence of the Cycle of Inquiry in action. The principal offered feedback on how best to support instruction as it applied to the Cycle of Inquiry.

The observation findings showed the Cycle of Inquiry was being implemented, but there was room for improvement. Observations proved that teachers are using data to inform their instructional practices. Specifically, it is observed that there is inconsistent use of targeted small group instruction. Creating small groups focused on targeted learning outcomes 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.

This year, the administration and staff are working on an "Observation and Feedback" cycle in an effort to collect and analyze data. The observation and feedback data together with the Summative Assessment and Common formative assessment data will help our staff make well-informed decisions.

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 staff meetings are held to discuss and analyze results using the Cycle of Inquiry to inform planning for instruction and development of needed supports. For example, assessments are used to track data and accurately monitor student progress. Based on data from assessments, SMART goals and an action plan are put into place through the MTSS and SST process, if needed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data are reviewed weekly during PLC meetings. The Cycle of Inquiry is the foundation that guides the discussions in Professional Learning Communities. Each teacher is committed to the Cycle of Inquiry which are - analyze the evidence, determine a focus, implement and support, and analyze impact. Focused PLC meetings take place at least one time a week and each meeting focuses on the planning portion of 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 conferences is to ensure all student needs are met. Topics of progress monitoring conferences 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 and this 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 are 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. Professional development was provided in the following areas: instructional content, 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)

McAuliffe teachers have been trained in PLC work. The purpose of the PLC time is to improve student achievement through the Cycle of Inquiry with a focus on writing. Our team and staff believe our actions, through a deep dive into the Cycle of Inquiry and a focus on Tier 1 first 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). A "Teacher Banking Day" occurs every Wednesday afternoon during which grade level teams collaborate.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Board-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. Teachers meet with administration after 6-8 week data-tracking intervals and each student's progress is documented. The teacher and administration then determine if a student is to move forward in the process (SST) and further to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines.

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 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. Common evidence-based practices at McAuliffe include small-group targeted instruction, student collaboration using academic language, and writing.

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. Resources/events that communicate information to families include: beginning of year Transitional Kindergarten and Kindergarten Orientation, Back to School Night, A-G requirement presentation, and parent/teacher conferences. Other events that support families include: student of the month assemblies, field day, kinder reading on the lawn, bingo night, and movie night.

The Outreach Coordinator (ORC) is key in providing families support with resources to help families in need, inform families, and ensure the partnership between the school and families is healthy and open.

PTA continues to support during these events. The School Site Council and ELAC have a presence to ensure that families and the community as educational partners have a voice.

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 Educational Partners whom we value. These educational partners 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 2023 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 provide interventions from Intervention Service Provider (ISP) 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.

Educational Partner 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. Teachers have an opportunity to provide input for the SPSA through their grade level representative that meets once a month.

Parents have an opportunity to provide input on the SPSA through SSC and ELAC meetings. At every SSC and ELAC meeting the budget is reviewed with a particular focus on Title 1 funds. Parents and committee members are asked for input at each meeting.

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 22-23 school year didn't go as planned in regard to hiring an ISP teacher. The plan was to hire an ISP to work from September 2022-May 2023. Due to personnel issues, an ISP was not hired until February 2023 and worked through May 2023. In addition, the Literacy Intervention Teacher (LIT) went out on leave unexpectedly and was unable to support 3rd and 4th grade students from February - June 2023. Lastly, a permanent ORC was not hired until November 2022.

A resource inequity for SWD students (an ATSI focus) was a lack of a regular teacher in the TLC 4-5th grade classrom as several long term subs supported the class. Moving forward, we have added strategies in order to address the needs of SWD students in the TLC class and student group in the school in relation to ELA and Math such as; providing additonal PD to teachers and subs, TOSA support, and Unique curriculum support.

Moving forward, teachers are prepared to address student needs with in-class interventions with support from an ISP or LIT teacher if available. The interventions will continue to target specific skills, set SMART goals, and track data.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.19%	0.2%		1	1
African American	1.7%	3.00%	2.76%	10	16	14
Asian	1.0%	0.75%	1.38%	6	4	7
Filipino	3.2%	2.62%	2.56%	19	14	13
Hispanic/Latino	80.1%	79.21%	79.53%	475	423	404
Pacific Islander	0.3%	0.56%	0.2%	2	3	1
White	9.8%	9.55%	9.25%	58	51	47
Multiple/No Response	3.9%	4.12%	4.13%	23	22	21
			Total Enrollment	593	534	508

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	104	75	106
Grade 1	100	79	51
Grade 2	96	101	75
Grade3	94	97	99
Grade 4	86	93	93
Grade 5	113	89	84
Total Enrollment	593	534	508

Conclusions based on this data:

McAuliffe enrollment is declining and mirroring the declining enrollment within OSD. McAuliffe has the 2nd highest African American population in OSD and to embrace the this McAuliffe will hold a district wide event celebrating African American culture in February. The white population at McAuliffe is almost 10% and the second most prevalent student group at McAuliffe. This group was also identified through ATSI with the indicator of chronic absenteeism. The Principal and ORC are addressing the absenteeism by meeting with all families who had more than 10 absences within the first month of the school year to outline expectations and possible consequences.

Lastly, grade 1 only has 51 students enrolled, which makes up approximately 2 classes, whereas other grade levels have 3-4 classrooms of students with 75+. This affects staffing as the cohort of students moves up the grades. Administration is working with the Enrollment Center to enroll waitlisted students in that grade in an effort to add another class and create balance which will minimize staffing issues.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	134	135	114	22.60%	25.3%	22.4%
Fluent English Proficient (FEP)	48	32	21	8.10%	6.0%	4.1%
Reclassified Fluent English Proficient (RFEP)	29			21.6%		

Conclusions based on this data:

Our goal is to increase the percent of RFEP students by 10%. 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. We also plan to send 3 McAuliffe members to the CABE conference which informs families, teachers, and other staff of the best resources, teaching strategies, and best ways to partner with EL families.

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	70	6	9%	6	9%	10	14%	48	69%	4	816
Grade 1	43	5	12%	7	16%	4	9%	27	63%	4	848
Grade 2	25	6	24%	11	44%	4	16%	4	16%	4	868

Conclusions based on this data:

STAR Early Literacy 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. Specifically, teachers will analyze their common formative assessments and how their results compare to the results of the STAR Early Lit assessment.

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. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of 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	73	18	25%	28	38%	14	19%	13	18%	2	923
Grade 3	94	35	37%	24	26%	19	20%	16	17%	2	958
Grade 4	90	44	49%	22	24%	10	11%	14	16%	2	989
Grade 5	80	25	31%	16	20%	25	31%	14	18%	2	1034

Conclusions based on this data:

When comparing STAR end of year data 21-22 to 22-23 there is an increase of students at level 3 and 4 in majority of the grade levels. This is due to the commitment to purposeful planning, targeted instruction, and data analysis to inform teaching.

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.

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. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards-based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of 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	44	10	23%	11	25%	21	48%	2	5%	2	856
Grade 2	74	23	31%	17	23%	21	28%	13	18%	2	922
Grade 3	91	31	34%	28	31%	21	23%	11	12%	2	963
Grade 4	92	34	37%	33	36%	14	15%	11	12%	2	990
Grade 5	78	35	45%	20	26%	14	18%	9	12%	2	1036

Conclusions based on this data:

When comparing STAR end of year data 21-22 to 22-23 there is an increase of students at level 3 and 4 in majority of the grade levels. This is because of the commitment to purposeful planning, targeted instruction, and data analysis to inform teaching.

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.

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. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards-based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		95			91			91			95.8	
Grade 4		90			88			88			97.8	
Grade 5		81			78			78			96.3	
All Grades		266			257			257			96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2370.			13.19			9.89			30.77			46.15	
Grade 4		2461.			19.32			25.00			26.14			29.55	
Grade 5		2473.			15.38			24.36			23.08			37.18	
All Grades	N/A	N/A	N/A		15.95			19.46			26.85			37.74	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.79			56.04			35.16	
Grade 4		19.32			60.23			20.45	
Grade 5		8.97			60.26			30.77	
All Grades		12.45			58.75			28.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.89			42.86			47.25	
Grade 4		14.77			57.95			27.27	
Grade 5		10.26			71.79			17.95	
All Grades		11.67			56.81			31.52	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.59			69.23			24.18	
Grade 4		5.68			76.14			18.18	
Grade 5		5.13			75.64			19.23	
All Grades		5.84			73.54			20.62	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			62.64			29.67	
Grade 4		15.91			68.18			15.91	
Grade 5		15.38			56.41			28.21	
All Grades		12.84			62.65			24.51	

Conclusions based on this data:

The percentage of students scoring at the Met/Exceeded achievement levels increased for considerably for grades 3 and 5.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices. The increase of percentages of students who Met/Exceeded standards in 3rd grade may also be attributed to their participation in the Reading Project. Through the Reading Project, the students read books of high interest at their level for 30 minutes everyday while focusing on a specific skill while reading.

In addition to continuing the focus from last year, the staff will continue with:
1. Backwards mapping (standards-based, report card outcomes, and assessment calendar)
2. Progress monitoring for ALL students.
3. Developing and reviewing results of Common Formative Assessments with grade levels and comparing data to local assessments (STAR test)

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		95			91			91			95.8	
Grade 4		90			88			88			97.8	
Grade 5		81			78			78			96.3	
All Grades		266			257			257			96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.			6.59			18.68			19.78			54.95	
Grade 4		2444.			11.36			22.73			31.82			34.09	
Grade 5		2445.			5.13			6.41			30.77			57.69	
All Grades	N/A	N/A	N/A		7.78			16.34			27.24			48.64	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.99			36.26			52.75	
Grade 4		14.77			48.86			36.36	
Grade 5		5.13			41.03			53.85	
All Grades		10.51			42.02			47.47	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.59			43.96			49.45	
Grade 4		15.91			46.59			37.50	
Grade 5		3.85			51.28			44.87	
All Grades		8.95			47.08			43.97	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.09			53.85			34.07	
Grade 4		14.77			56.82			28.41	
Grade 5		6.41			55.13			38.46	
All Grades		11.28			55.25			33.46	

Conclusions based on this data:

The percentage of students scoring at the Met/Exceeded achievement levels increased considerably for grades 3 & 5. Teachers believe that the increase of percentages of students who Met/Exceeded standards can be attributed to the use of Engage NY curriculum and Zearn app to supplement the adopted curriculum. More teachers this year are committing to using Engage NY/Zearn to supplement the curriculum.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices.

In addition to continuing the focus from last year, the staff will continue with:
1. Using backwards mapping (standards-based, report card outcomes, and assessment calendar).
2. Intentionally tracking student progress for ALL students.
3. Developing and reviewing results of Common Formative Assessments with grade levels and comparing data to local assessments (STAR test)

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1369.0			1376.5			1351.2			21	0	
1	1374.7	1471.3		1385.5	1472.8		1363.6	1469.0		19	13	
2	1414.6	1486.2		1425.0	1496.7		1403.6	1475.3		17	25	
3	1449.0	1480.9		1453.4	1483.6		1444.1	1477.9		21	19	
4	1510.4	1506.2		1512.2	1502.5		1508.0	1509.3		22	13	
5	1512.3	1534.0		1510.4	1528.5		1513.9	1539.0		27	20	
All Grades										127	90	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52			33.33			33.33			23.81			21		
1	0.00	15.38		47.37	61.54		15.79	23.08		36.84	0.00		19	13	
2	11.76	21.05		35.29	47.37		23.53	26.32		29.41	5.26		17	19	
3	19.05	10.53		23.81	36.84		38.10	36.84		19.05	15.79		21	19	
4	13.64	0.00		54.55	61.54		22.73	30.77		9.09	7.69		22	13	
5	14.81	30.00		37.04	35.00		37.04	30.00		11.11	5.00		27	20	
All Grades	11.81	16.67		38.58	46.43		29.13	29.76		20.47	7.14		127	84	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05			33.33			19.05			28.57			21		
1	26.32	23.08		26.32	61.54		21.05	15.38		26.32	0.00		19	13	
2	23.53	36.84		29.41	47.37		23.53	15.79		23.53	0.00		17	19	
3	23.81	21.05		28.57	47.37		23.81	21.05		23.81	10.53		21	19	
4	45.45	15.38		36.36	76.92		13.64	7.69		4.55	0.00		22	13	
5	37.04	40.00		40.74	50.00		7.41	10.00		14.81	0.00		27	20	
All Grades	29.92	28.57		33.07	54.76		17.32	14.29		19.69	2.38		127	84	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76			19.05			47.62			28.57			21		
1	0.00	23.08		21.05	30.77		42.11	30.77		36.84	15.38		19	13	
2	0.00	0.00		35.29	57.89		29.41	26.32		35.29	15.79		17	19	
3	4.76	5.26		19.05	21.05		47.62	36.84		28.57	36.84		21	19	
4	9.09	0.00		18.18	46.15		54.55	30.77		18.18	23.08		22	13	
5	3.70	10.00		11.11	35.00		66.67	50.00		18.52	5.00		27	20	
All Grades	3.94	7.14		19.69	38.10		49.61	35.71		26.77	19.05		127	84	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52			61.90			28.57			21		
1	47.37	30.77		26.32	69.23		26.32	0.00		19	13	
2	29.41	36.84		47.06	63.16		23.53	0.00		17	19	
3	23.81	26.32		52.38	57.89		23.81	15.79		21	19	
4	45.45	30.77		50.00	69.23		4.55	0.00		22	13	
5	33.33	10.00		48.15	80.00		18.52	10.00		27	20	
All Grades	31.50	26.19		48.03	67.86		20.47	5.95		127	84	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.81			42.86			33.33			21		
1	10.53	23.08		47.37	76.92		42.11	0.00		19	13	
2	23.53	36.84		47.06	52.63		29.41	10.53		17	19	
3	42.11	44.44		31.58	44.44		26.32	11.11		19	18	
4	52.38	16.67		38.10	83.33		9.52	0.00		21	12	
5	60.00	75.00		30.00	25.00		10.00	0.00		20	20	
All Grades	35.90	42.68		39.32	52.44		24.79	4.88		117	82	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52			61.90			28.57			21		
1	5.26	38.46		57.89	38.46		36.84	23.08		19	13	
2	23.53	10.53		47.06	73.68		29.41	15.79		17	19	
3	9.52	5.26		52.38	47.37		38.10	47.37		21	19	
4	4.55	0.00		63.64	76.92		31.82	23.08		22	13	
5	7.41	15.00		59.26	55.00		33.33	30.00		27	20	
All Grades	9.45	13.10		57.48	58.33		33.07	28.57		127	84	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33			38.10			28.57			21		
1	0.00	7.69		47.37	92.31		52.63	0.00		19	13	
2	0.00	15.79		64.71	63.16		35.29	21.05		17	19	
3	9.52	5.26		66.67	73.68		23.81	21.05		21	19	
4	13.64	0.00		72.73	92.31		13.64	7.69		22	13	
5	3.70	25.00		74.07	70.00		22.22	5.00		27	20	
All Grades	10.24	11.90		61.42	76.19		28.35	11.90		127	84	

Conclusions based on this data:

The data shows that the trend of reclassifying more students each year continues. McAuliffe has significantly decreased the amount of students who must take the ELPAC.

Despite the decrease in students taking the ELPAC test, McAuliffe students are not performing as well as the 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, provide differentiated instruction and interventions, and implement designated and integrated ELD instruction. In addition, we plan on hosting an ELPAC "Boot Camp" to prepare students to take the test. Last year, the ELPAC Boot Camp was a total of 4 weeks. This year, we plan on holding the ELPAC Boot Camp for a total of 6 weeks. We also plan on sending McAuliffe staff to CABE, a conference focused on supporting English Learners, with the intention of learning more evidence-based teaching strategies for EL students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
534	**78.5**	**25.3**	**0.7**
Total Number of Students enrolled in Christa McAuliffe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	135	25.3
Foster Youth	4	0.7
Homeless	23	4.3
Socioeconomically Disadvantaged	419	78.5
Students with Disabilities	81	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	3.0
American Indian	1	0.2
Asian	4	0.7
Filipino	14	2.6
Hispanic	423	79.2
Two or More Races	22	4.1
Pacific Islander	3	0.6
White	51	9.6

Conclusions based on this data:

The student population data indicates Socioeconomically Disadvantaged, English Learners and Hispanic students as significant student groups.

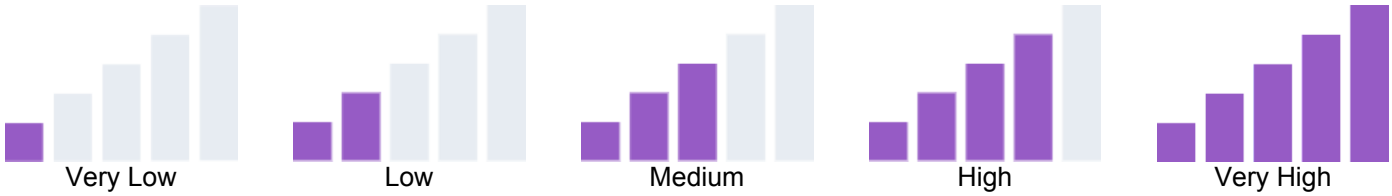
One of the goals for the site is to ensure that all students, regardless of demographics, receive rigorous instruction and opportunities for intervention and enrichment. Based on this data, McAuliffe teachers will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities student groups 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Based on the Dashboard Overall Performance, Christa McAuliffe experienced some significant increases academically. While we have increased the percent of students meeting or exceeding the standards in ELA and math, specifically in 3rd and 5th grade, overall the majority of our students are still not meeting grade level standards.

The data indicated continued improvement is much needed in the academic performance for ELA, Math, and English Learner Progress and in Chronic Absenteeism. On the positive side, the school continues to have low suspension rate.

Instruction of English Language Development and the strategies used for ELs will be reviewed to address the needs of EL students. The teachers and administration have discussed strategies to improve including integrated ELD to address the academic needs of English Learners.

To address the "very high" rate of Chronic Absenteeism we have created a plan to meet with students and families who have a history of chronic absenteeism within the first month of school. The school plans on increasing our efforts in communicating the importance of student attendance in student achievement. Positive reinforcements will also be utilized to motivate students (e.g., Attendance Club with ORC). Chronic absenteeism is a very is also an indicator as identified by ATSI for both white and student with disabilities student groups.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

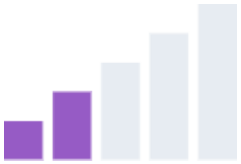
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
31.1 points below standard	35.7 points below standard	2 Students
256 Students	74 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
92.6 points below standard	38.3 points below standard	90.1 points below standard
16 Students	200 Students	44 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students		No Performance Level 2 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 37.7 points below standard 208 Students	No Performance Level 9 Students	No Performance Level 2 Students	No Performance Level 3.4 points above standard 25 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
69.6 points below standard 50 Students	34.8 points above standard 24 Students	29.7 points below standard 176 Students

Conclusions based on this data:

While Hispanic, socio-economically disadvantaged, and English Learners are reflecting a low dashboard rate, Students with Disabilities remains the student group most below standard at 90.1 points below standard. This student group has also been identified by ATSI.

McAuliffe teachers have worked on creating a system to help identify student groups within their classroom and progress monitor each student and each student group. With the dashboard information above, teachers will identify student groups in their classrooms early and provide intervention for the identified groups. We anticipate providing early intervention through a Tier 1 targeted in-class intervention should increase student achievement. We also commit to examining and improving our practices for First Instruction.

Here are some examples of our plan for student groups:

- To increase student achievement for English Learners (who are predominantly Hispanic) 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

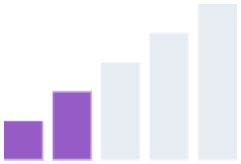
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
57.0 points below standard	63.2 points below standard	2 Students
256 Students	74 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
100.6 points below standard	63.5 points below standard	106.1 points below standard
16 Students	200 Students	44 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students		No Performance Level 2 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 62.7 points below standard 208 Students	No Performance Level 9 Students	No Performance Level 2 Students	No Performance Level 36.6 points below standard 25 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.5 points below standard 50 Students	21.0 points below standard 24 Students	55.7 points below standard 176 Students

Conclusions based on this data:

While Hispanic, socio-economically disadvantaged, and English Learners are reflecting a low dashboard rate, Students with Disabilities remains the student group most below standard at 106.1 points below standard. This student group has also been identified by ATSI.

McAuliffe teachers have worked on creating a system to help identify student groups within their classroom and progress monitor each student and each student group. With the dashboard information above, teachers will identify student groups in their classrooms early and provide intervention for the identified groups. We anticipate providing early intervention through a Tier 1 targeted in-class intervention should increase student achievement. We also commit to examining and improving our practices for First Instruction.

Here's some examples of our plan for student groups:

- To increase student achievement for English Learners, teachers will provide both Designated and Integrated English Language Development (ELD) to improve English Learners' language proficiency skills, during math instruction.
- 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

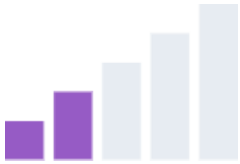
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

57.6 making progress towards English language proficiency

Number of EL Students: 66 Students

Performance Level: 2

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.

2022 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
18.2%	24.2%	1.5%	56.1%

Conclusions based on this data:

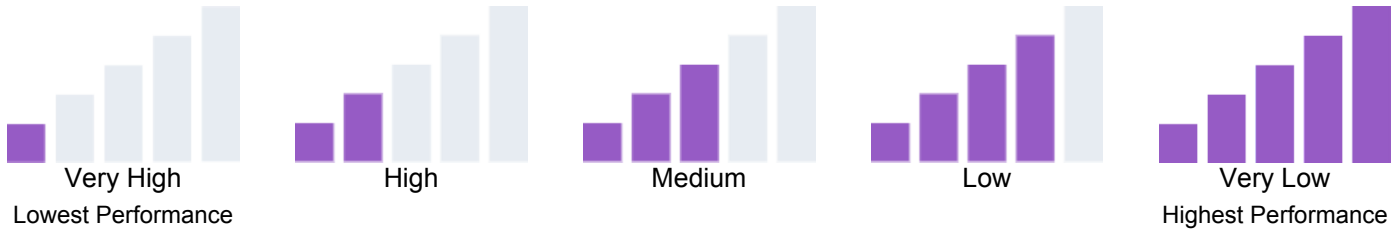
Based on the Dashboard data, English Learner progress is Low. Classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students will receive 30-45 minutes of daily Designated ELD 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

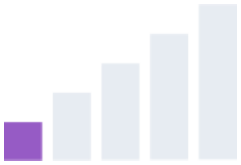
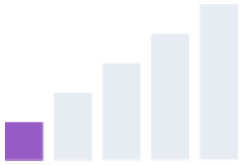


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
44.8% Chronically Absent	37.1% Chronically Absent	Less than 11 Students
560 Students	143 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
62.5% Chronically Absent	47.1% Chronically Absent	56.2% Chronically Absent
32 Students	448 Students	105 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
42.1% Chronically Absent	Less than 11 Students	Less than 11 Students	40% Chronically Absent
19 Students	1 Student	4 Students	15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
46.4% Chronically Absent	47.8% Chronically Absent	Less than 11 Students	33.3% Chronically Absent
444 Students	23 Students	3 Students	51 Students

Conclusions based on this data:

All student groups have a very high rate of Chronic Absenteeism. Chronic Absenteeism has been identified by ATSI for White and student with disabilities (SWD) student groups.

Specific strategies to lower chronic absenteeism:
1. Identify students with chronic absenteeism from the year prior and meet with family.
2. Increase communication on information about absences and how to report.
3. Provide information to families from the school nurse that indicates when students can stay home and when they can come to school.
4. Set up a positive reward system (e.g., Attendance Club).
5. The attendance tech will create an easy reporting system for parents to communicate absences.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	3	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
0.7% suspended at least one day	0.7% suspended at least one day	Less than 11 Students
593 Students	151 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	Low	Very Low
2.9% suspended at least one day	0.9% suspended at least one day	0% suspended at least one day
35 Students	470 Students	112 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	0% suspended at least one day
20 Students	1 Student	4 Students	16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low	No Performance Level	No Performance Level	Very Low
0.9% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
468 Students	24 Students	3 Students	57 Students

Conclusions based on this data:

McAuliffe school believes that suspensions don't typically change the behavior of students. In all suspension cases, other means of correction was considered. Due to this theory, suspension rates were low/very low in all categories except homeless student group which had a medium indicator.

The PBIS team will continue its work on creating STOIC and CHAMPS structures around the school including the classrooms, cafeteria, hallways, bathrooms and playground.

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 2022-23	Percentage Met/Exceeded: 3rd Grade - 40% of students (38 of 96 students) 4th Grade - 24% of students (21 of 87 students) 5th Grade - 46% of students (37 of 81 students)	3rd grade: We anticipate approximately 100 students eligible to take the CAASPP next year as 3rd graders. Based on EOY Star results from 2022-23, this cohort had 35% perform at/above benchmark (23 of 69 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 56% (56 of 100 students). 4th grade: We anticipate approximately 96 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 2022-23, this cohort had 40% Met/Exceed on the CAASPP (38 of 96 students).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		The expected outcome for the percentage of students scoring Met/Exceeded will be 55% (53 of 96 students). 5th grade: We anticipate approximately 87 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 2022-23, this cohort had 24% Met/Exceed on the CAASPP (21 of 87 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 41% (36 of 87 students). 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 2022-23	Percentage Met/Exceeded: 3rd Grade - 36% of students (35 of 96 students) 4th Grade - 26% of students (23 of 87 students) 5th Grade - 25% of students (20 of 81 students)	3rd grade: We anticipate approximately 100 students eligible to take the CAASPP next year as 3rd graders. Based on EOY Star results from 2022-23, this cohort had 46% perform at/above benchmark (31 of 69 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 65% (65 of 100 students). 4th grade: We anticipate approximately 96 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 22-23, this cohort had 36% Met/Exceed on the CAASPP (35 of 96 students).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		The expected outcome for the percentage of students scoring Met/Exceeded 52% (50 of 96 students). 5th grade: We anticipate approximately 87 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 2022-23, this cohort had 26% Met/Exceed on the CAASPP (23 of 87 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 44% (38 of 87). 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 End of Year 22-23	Kindergarten - 1st: Percentage of students achieving At/Above benchmark on STAR Early Literacy Assessment Kindergarten - 70% of students (48 of 69 students) 1st Grade - 64% of students(27 of 45 students) 1st - 5th: Percentage of students achieving CAASPP benchmark on STAR Reading 1st Grade - 62% of students who qualified to take Star Reading (24 of 45 students) 2nd Grade - 35% of students (23 of 69 students)	As measured by the Star Early Literacy, the percentage of students scoring At/Above Benchmark by end of year 2023-24 will increase to: Kindergarten - 85% by June 2024 (59 of 69 students). 1st Grade - 84% by June 2024 (58 of 69 students) As measured by Star Reading, the percentage of students scoring At/Above Benchmark by end of year 2023-24 will increase to: 2nd grade - 75% (34 of 45 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade - 36% of students (33 of 95 students) 4th Grade - 28% of students (23 of 84 students) 5th Grade - 51% of students (39 of 79 students)	3rd grade - 43% (43 of 100 students) 4th grade - 51% (48 of 95 students) 5th grade - 45% (38 of 84 students) All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year administration.
Kindergarten: Site Assessment for Math 1st-5th - STAR Math End of Year 22-23	Kindergarten - 80% 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. 1st - 5th - Percentage of students achieving At/Above on STAR Math (CAASPP benchmark): 1st Grade - 52% of students (22 of 45 students) 2nd Grade - 46% of students (31 of 69 students) 3rd Grade - 36% of students (32 of 95 students) 4th Grade - 29% of students (24 of 84 students) 5th Grade - 32% of students (23 of 79 students)	Kindergarten - As measured by a teacher-generated assessments for End of Year 23-24, 90% 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 Star Math, the percentage of students scoring At/Above Benchmark by end of year 2023-24 will increase to: 1st Grade -75% (52 of 69 students) 2nd grade - 71% (32 of 45 students) 3rd grade - 66% (66 of 100 students) 4th grade - 49% (47 of 95 students) 5th grade - 46% (39 of 84 students) All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		on Star by the End of Year administration.
English Learners Reclassification Rate	In 2022-23, 13 students were designated as 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. Observations documented and data tracked through "Observation and Feedback" process.

Materials and supplies will be purchased to support and supplement the core instructional program. Materials and Supplies may include, but are not limited to:

- The Reading Project (funds to build classroom libraries and 3 sub days a year)
- Hunks and Chunks- a Phonics program where students use chants, movement and visual cues to identify letter names, sounds, and rhyme patterns.
- Phonics for Reading
- 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

	1000-1999: Certificated Personnel Salaries Subs for PD on Reading Project
3000	LCFF 4000-4999: Books And Supplies Warehouse Charges
7000	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 grade 1-5 with Writing Journal of the Week for each student.
- Provide time to analyze data from writing assessments, and map out writing plan to re-teach and plan for next writing assessment

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations. Observations documented and data tracked through "Observation and Feedback" 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)
4000	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 (Writing Journal of the Week)

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. Observations documented and data tracked through "Observation and Feedback" process.

Materials and supplies will be purchased to support and supplement the core instructional program. Materials, supplies and PD include, but are not limited to:

- Engage New York
- Counting Collections
- Mathematical Mindset
- Maths PD from District Math Manager
- 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
7000	LCFF 4000-4999: Books And Supplies Instructional Supplies and Supplemental Materials
1000	LCFF 5000-5999: Services And Other Operating Expenditures Graphics and Publications
	District Funded Subs for Counting Collections PD

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:
Implementation of newly adopted History-Social Science curriculum based on new standards released in 2017.

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations. Observations documented and data tracked through "Observation and Feedback" 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 Curriculum and Materials for new H-SS curriculum

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. Observations documented and data tracked through "Observation and Feedback" process.

MakerSpace Science Lab implemented for students to access the NGSS curriculum in a hands-on project based learning. Makerspace lab includes materials, training, and PD school-wide.

Materials and supplies will be purchased to support and supplement the core instructional program.

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Twig curriculum and materials
2000	LCFF 4000-4999: Books And Supplies Supplemental materials
	ELOP 5000-5999: Services And Other Operating Expenditures MakerSpace Training and PD
	ELOP 4000-4999: Books And Supplies MakerSpace 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 designated and integrated ELD instruction.
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 celebration.
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 to and prepare for taking the ELPAC test.
Send 3 McAuliffe staff and parents to CABE conference.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries District EL TOSA
4000	Title III 1000-1999: Certificated Personnel Salaries 5 week after school tutoring - ELPAC Preparation "Boot Camp" (2 teachers)
250	Title III 4000-4999: Books And Supplies Reclassification Awards and Celebration
	District Funded ELD Curriculum and Materials
200	Title III 4000-4999: Books And Supplies Supplemental Materials to Support ELPAC boot camp
5735	Title III 5000-5999: Services And Other Operating Expenditures CABE participation

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 the following methods:
1. Student Progress Monitoring Meetings: Teachers meet individually with administrator 4 times a year (after each STAR window). The purpose of the progress monitoring is to analyze individual student data through a Cycle of Inquiry lens. During the conversation, the admin and teacher will look at first instruction practices, lesson design, analyze data, targeted interventions based on student need, and identify students to be in the CST/SST process.

2. Grade level planning days: Teachers will meet with their grade level team and administrator for a 1/2 day, 3 times a year; September, November, and January. The purpose of these planning days is to analyze the data from a class perspective, and use the data to identify student outcomes, standards, claims, and targets.
3. Staff Meeting Tuesdays focused on Common Formative Assessments: Grade levels to meet weekly to identify a standard to be taught for the week, develop an "I can" statement, and a common assessment to administer. Then, the grade levels will analyze the results of the common formative assessment while analyzing re-teaching/enrichment strategies. The common formative assessment results will be compared to STAR test data.
4. 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. The leadership team is focused on data analysis and instruction for their grade levels 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)
3100	LCFF 1000-1999: Certificated Personnel Salaries Leadership Team Meetings
	District Funded 1000-1999: Certificated Personnel Salaries Tuesday Staff Meetings
2000	LCFF 1000-1999: Certificated Personnel Salaries Subs for Student Progress Monitoring Meetings
3500	LCFF 1000-1999: Certificated Personnel Salaries Subs for Grade Level Planning

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 Renaissance Program (Star/Illuminate) 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. Student assessment data can be accessed through Illuminate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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/Illuminate 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.

Use writing assessments to determine progress in writing.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 (for SpEd students) 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 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 1000-1999: Certificated Personnel Salaries Subs for CAA testing
2000	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, incl student who receive Special Education services.

Strategy/Activity

The Multi-Tier System of Supports (MTSS) team will meet 3 times a year, at minimum, to determine if students are progressing, meeting benchmark, if the curriculum is supporting all students, and addressing student needs through tiered supports.

Individual students will be referred to the SST (Student Study Team) to review 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 SST Meetings
5000	Title I 1000-1999: Certificated Personnel Salaries Subs for SST meetings
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) will 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 reading instruction to 3rd, 4th, and 5th 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:

- Morning Math Club
- Morning Homework, Lexia, and ST Math Clubs
- Before School Tutoring- Math and ELA (targeted intervention by teacher/grade level)
- After School Tutoring- Reading and Math (targeted intervention by teacher/grade level)
- After School Tutoring - ELD (ELPAC Boot Camp)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ELOP 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.

Preschool teacher:

in the TK classroom for the entire school day.

Paraeducator support:
for Kindergarten, will be at least 1.5 hours in the classroom everyday.
for 1st and 2nd grades, will be before and after school in small intervention 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

Students receiving Special Education pull-out services are being supported by a Resource Specialist and a Speech and Language Therapist. Other providers that support based on student need include an 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 iPads 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 students' reading levels.

Use AR program as an assessment tool for identifying students in need of intervention.

Recognize students' growth and accomplishments in reading using the AR program.

Proposed Expenditures for this Strategy/Activity

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

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
1000	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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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

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 (Kindergarten)

Strategy/Activity

Weekly Scholastic Magazine subscription for each classroom to supplement hands-on learning, provide critical thinking prompts, support SEL connections which 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.

A storage unit is needed 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)
2000	LCFF 5000-5999: Services And Other Operating Expenditures Transportation
2740	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 opportunity to represent their class, school, and district.

District-wide event: Black History Month Celebration held at McAuliffe school

*While our target audience for the Speech contest as well as the Black History Month celebration are African-American students and families, we are inclusive in inviting ALL students and families to participate in the speech contest as well as the the Black History Month celebration 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)
	District Funded

	Black History Month Celebration
	District Funded African American speech contest

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

The district has 2 Conference Style PD days on August 10th and 11th.

McAuliffe's plan is to follow-up with the PD days on SIP day scheduled on August 14th with a "mini-conference style" roundtable for teachers to inform each other the PD attended. In addition, follow-up will be scheduled in staff meetings throughout the year based on teacher interest/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

	district PD day and site SIP day

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

Use of district TOSA (Teacher on Special Assignment) to provide PD at staff meetings to address, but not limited to, the following topics:

- Standards based pacing guides aligned to student outcomes
- tracking a variety of student data (formative and summative) with an emphasis place on specific student groups.
- 21st century effective EL teaching strategies
- Reading 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)

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, parent 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)
20545	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
- Lego club

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

Amount(s)	Source(s)
	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 and instruction 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 to engage in school activities 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 is not limited to:

- District Summer PD 2023
- 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.

ATSI Focus- Students with Disabilities

Strategy/Activity

Identified need: ELA and Math support

- targeted early intervention from classroom teacher focusing on identified area of need.
- targeted early intervention from case manager focusing on identified area of need
- for math, opportunity to participate in Math club, if eligible
- participate in any after school tutoring opportunities and 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)
	District Funded 1000-1999: Certificated Personnel Salaries salary of classroom teacher, salary of case manager, math club personnel
	ELOP 1000-1999: Certificated Personnel Salaries salary of after school/before school intervention,
	ASES 1000-1999: Certificated Personnel Salaries salary of after school program personnel

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.

ATSI Focus- White students

Strategy/Activity

Identified need: ELA and Math Support

- targeted early intervention from classroom teacher focusing on identified area of need.
- targeted early intervention from case manager focusing on identified area of need
- for math, opportunity to participate in Math club, if eligible
- participate in any after school tutoring opportunities and 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)
	District Funded 1000-1999: Certificated Personnel Salaries salary of classroom teacher, salary of case manager, math club personnel
	ELOP 1000-1999: Certificated Personnel Salaries salary of after school/before school intervention,
	ASES 1000-1999: Certificated Personnel Salaries salary of after school program personnel

Strategy/Activity 38

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Library/Media Technician (LMT) will ensure all teachers have district adopted curriculum for instruction and will support wide-reading for students.

LMT will provide upkeep fro the 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
500	LCFF 2000-2999: Classified Personnel Salaries Salary for LMT extra hours

Strategy/Activity 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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: 2022-23

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 37% of students are at/above benchmark for ELA. Therefore, more focus is needed on using data to drive instruction and the use of targeted interventions to address learning gaps. Teachers will focus on differentiated lessons, scaffolded instruction, progress monitoring conferences, 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 29% 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 22-23 school year and the actual implementation had to do with staffing, particularly for staff that provides targeted intervention. For example, our ISP was hired in February when we intended to have staff in October. Additionally, our LIT teacher was out on leave starting in February. She was unable to provide targeted interventions for the first 4 months of 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.

Many of the changes to the metric 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 as 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, sharing best practices after school (early release Wednesdays), meet for planning days at least 3 times over the course of the year, and particpiate in student progress monitoring meetings 4 times over 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

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 90.60% for the 2022-23 school year.	Achieve an annual average attendance rate of 93% or higher in each grade level. Our overall goal is for our school-wide attendance to increase to 95%.
Referrals to Office	Based on the data from the 2022-23 school year, there were 192 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 2023. 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 2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset- 57% Good/Fair Self-Management- 68% Good/Fair Social Awareness- 66% Good/Fair Emotional Regulation- 41% Good/Fair Teacher Student Relationships- 77% Good/Fair Sense of Belonging- 62% 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 Announcement with the purpose of enhancing a positive school climate and a sense of belonging.

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/Challenge 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 a 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. Cost includes posters to be placed in common areas outlining expectations and parameters for student success.

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)
7000	LCFF 4000-4999: Books And Supplies Materials
2000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries PBIS Teachers- extra hours (e.g., meetings)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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.

Curriculum being used is Second Step.The Second Step curriculum helps students build social-emotional skills- like nurturing positive relationships, managing emotions, and setting goals- so students can thrive in school and in life.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 Curriculum

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

School counselor will conduct SEL lessons in class on a monthly basis based on the identified character trait of the month.

School counselor will 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 their child at home. Topics include, but are not limited to; bullying, reading at home, social media, etc. In addiiton, the counselor will produce Weekly Wellness Videos for students and the community. Videos will be sent to teachers and posted on social media.

The counselor will utilize Restorative Justice Practices to mediate conflict.

The counselor will lead a leadership group of 4-5th graders focusing on ways to lead the school to academic achievement from the student perspective.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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
7000	LCFF - Intervention 4000-4999: Books And Supplies Counseling Materials and Supplies
1513	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 access to 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 SST (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 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 "chronically absent"
- setting up a positive attendance rewards system by class and by individual for perfect attendance
- organizing an attendance club with reward system for perfect attendance per week
- organizing 3 parenting skills classes based on community need
- providing families access to social services in the community

- produce a bi-weekly "get to know your staff" video to be viewed by students and the community. Videos to be sent via social media and emailed to teachers to be viewed in class.
- working with teachers, students, and families to set up, organize, and facilitate SST meetings
- Advisor to FNLK (Friday Night Live Kids) after school club. The purpose of the club is to teach critical life skills as leadership skills, character development, critical thinking, decision-making, and refusal skills while providing participants with the value of membership and belonging. FNLK builds partnerships for positive and healthy youth development which engage youth as active leaders adn resources in their communities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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:

- drills include practicing for lockdowns, fire, earthquake.
- 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 2023-24 school year.

All Campus Assistants to attend monthly site meetings to discuss supervision responsibilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
- Little/Big Buddies - 4th and 5th graders make weekly visits to TK, Kinder, and 1st grade classes to read books, particiapte in counting collections, complete holiday art projects, etc.
- Red Ribbon Week - week focusing on promoting a drug-free lifestyle

- Great Kindness Week - students are challenged daily to do an act of kindness
- Monthly Student of the Month 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)
250	LCFF 4000-4999: Books And Supplies Recess Signs, Equipment, supplies

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Teacher & Classified SEL Support for staff culture building. Placing an importance on teacher SEL support.

Activities may include:
- 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)
950	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

Students to have an opportunity to represent McAuliffe and participate in sports through the City of Oxnard. Sports to include, but are not limited to basketball, soccer, volleyball, cheerleading.

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

Amount(s)	Source(s)
	ELOP None Specified Registration fees, coach 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.

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 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.

ATSI Focus- Students with Disabilities

Strategy/Activity

Indicator identified: chronic absenteeism

- early identification of students with a history of chronic absences
- home visit/meeting with family by ORC and administration during first week of school
- place student on a positive attendance system with rewards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Positive rewards

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600	LCFF

	5800: Professional/Consulting Services And Operating Expenditures Contract for Shredding Services

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.

ATSI focus- White students

Strategy/Activity

Indicator identified: chronic absenteeism

- early identification of students with a history of chronic absences
- home visit/meeting with family by ORC and administration during first week of school
- place student on a positive attendance system with rewards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 positive rewards (see goal 2, strategy 19)

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: 2022-23

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 number of office referrals increased from 2021-22 to 2022-23. 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.

In addition, attendance is a concern overall. Parents have given input and identified confusion as to when students are able to come to school when feeling slightly sick. The administration and ORC are working on sending clear communication to families regarding attendance policies.

According to Panorama data, students increased in their sense of belonging as this may be attributed to the several events on campus including: student of the month assemblies, STEAM night, book fairs, challenge of the months, principal recesses and more.

Highlighting the character trait of the month, supported by our counselor, provided a platform for 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.

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 staff who are critical in supporting students from an SEL perspective. Lack of staff support included paraeducator, campus supervisor, counselor, and ORC vacant 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 continue to modify the Wellness Center for students to recieve SEL lessons, counsel students in small groups, and hold restorative conversations.

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 2022-23, 4 parents attended the first Coffee with the Principal.	Increase parent attendance to an average of 10.
ELAC Sponsored Parent Events Sign-in Sheets	In 2022-23, 5 parents attended the first ELAC meeting.	Increase parent attendance to an average of 10 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 families in the following methods. These communication platforms serve a purpose to promote school-wide events and learning activities.

- Principal Weekly Announcement- calendar of events, notes of appreciation, highlights, news
- Monthly grade level newsletter- outlining standards being taught for the month, SEL focus, upcoming events, and strategies for families to help at home.

- Parent Square
- Social Media
- School Website
- 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 ParentSquare, School Website

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 community members for items such as Parent Involvement Policy, School Compact, Site Budget, and SPSA. Important groups seeking input include, but are 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 Child Care
2500	Title I 4000-4999: Books And Supplies Supplies and materials for meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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 will be offered to incoming parents of TK/K students to discuss expectations, guidelines, and materials 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)
250	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
- 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)
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 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 After School Program will provide parents with resources, including, but not limited to:

- nutrition education
- 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 English learner students who have met district requirements to be Reclassified Fluent English Proficient.

Hold an awards assembly to recognize the students who are 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)
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. Emphasize standards being taught and student outcomes through the school year.
- 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.
- Movie Night- families come to school to enjoy a family movie
- Talent Show- students show off their talents in a fun-filled evening
- Bingo Night- families come to enjoy an evening of Bingo and prizes
- Daddy-Daughter Dance- daughters invite their male role model to participate in a dance
- Mother's Day celebration
- Father's day- activity day
- Open House - An Open House night has been added to the district calendar in the spring so families have an additional opportunity to visit their child's school/class

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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

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.

Chronic Absentees (as identified through ATSI)

Strategy/Activity

Target families with a history of Chronic Absenteeism:

- hold an "Attendance Information" evening parent meeting to inform parents of the importance of attendance, procedures to follow if absent, and consequences for unexcused

absences

- invite families to attend Coffee with the Principal once a month to inform parents of the importance of attendance, procedures to follow if absent, and consequences for

unexcused absences

- share important attendance info at an ELAC meeting
- home visits by counselor, ORC, admin for any families who were not able to attend the "Attendance Information" meeting or 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)

	No additional cost

Annual Review

SPSA Year Reviewed: 2022-23

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 in a variety of methods (in-person and virtually) for both 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 bybrid meetings, parents were afforded more access to join meetings with their various work and home commitments that previously did not allow them to attend. 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.

The major discrepancy between the intended implementation and the budgeted expenditures was the staffing who are critical in supporting Parent Engagement. Staff support included: ORC vacancy for the first 3 months of the 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.

Many of the strategies and actions will remain the same this year. Hybrid meetings will allow parents to participate in other locations.

This year, we are looking to add more positive parent engagement activities to embrace the partnership with the community. Examples of the activities can be found in strategy 9.

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	$168,312.00

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	$44,045.00
Title III	$10,935.00

Subtotal of additional federal funds included for this school: $54,980.00

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	$100,819.00
LCFF - Intervention	$12,513.00

Subtotal of state or local funds included for this school: $113,332.00

Total of federal, state, and/or local funds for this school: $168,312.00

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	44,045.00	0.00
Title III	10,935.00	0.00
LCFF	100,819.00	0.00
LCFF - Intervention	12,513.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	100,819.00
LCFF - Intervention	12,513.00
Title I	44,045.00
Title III	10,935.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	22,450.00
2000-2999: Classified Personnel Salaries	LCFF	8,000.00
4000-4999: Books And Supplies	LCFF	57,567.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,202.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	3,513.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	1,000.00
4000-4999: Books And Supplies	LCFF - Intervention	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	29,545.00

2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	13,500.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00
2000-2999: Classified Personnel Salaries	Title III	500.00
4000-4999: Books And Supplies	Title III	700.00
5000-5999: Services And Other Operating Expenditures	Title III	5,735.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	123,212.00
Goal 2	34,500.00
Goal 3	10,600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brian Blevins	Principal
Nancy Diaz	Classroom Teacher
Shannon Sanders	Classroom Teacher
Taylor Lumas	Classroom Teacher
Claudia Cortez	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 May 31, 2023.

Attested:

	Principal, Brian Blevins on 6/1/23
	SSC Chairperson, Valerie Garcia on 6/6/23

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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	May 28, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement

McKinna is in ATSI due to being in the lowest levels in ELA and math and (Very High) for chronic absenteeism for all student groups.

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 collaboration. This is especially important for building school wide capacity within the DLI program in TK-5 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. As a school we are committed to:

- 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 message, flyers, our school marquee, meetings 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.

We are currently in ATSI due to being low in ELA, Math and having high levels of absences affecting our Hispanic students, socially economically disadvantaged and students with disabilities. Our ORC and Social worker work collaboratively to support our students with chronic absenteeism. They meet with parents and students to increase their attendance, make phone calls and home visits to ensure our students are well and remind them of the importance of coming to school. We will also have incentives for students to motivate them to come regularly to school. This year we will have parent educational meetings to discuss the importance of attendance and share information on the many resources available to families. Our ORC and Social Worker provide food, clothing and various resources to our socially economically disadvantaged students. Additionally, our ORC, Counselor, Social Worker, and Administrator meets weekly to discuss how to support our students that are struggling academically, emotionally, or with behavior and provide supports for them. To support our students in ELA and Math academics, the ORC, Counselor and administrator meet with teachers during student monitoring meetings and SSTs to support the academic needs of our students. Our LIT and ISP teachers provide intervention while our teachers receive professional development during staff meetings and SIP days. The McKinna Teachers collaborate around Data and planning to support student learning in the classrooms. Our staff meetings are centered around students focusing on ways how to support them academically. Tutoring opportunities will be offered to our students, focusing on our Hispanic students, socially economically disadvantaged students and students with disabilities. Our site will hire a 2nd ISP to provide academic intervention.

McKinna teachers and staff are committed to ensuring 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!

As such, McKinna will welcome parents at various times during the school year including Family Fridays once a month. This will allow families to engage in reading with their child and then have an opportunity to learn more about ways to partner with our school.

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 2023-24 school year is to strengthen our instruction as a DLI school and 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. Additionally, during the 2023-2024 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 as a DLI school.

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 2023-24 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. As a DLI school, 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 2023-24 school year is effective instruction and strengthening student reading. 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 2023-24 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 2023-24 school year, McKinna's current enrollment in TK-5 is at 566. 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 subgroups. The high percentage of Socioeconomically Disadvantaged, English Learner, and Homeless subgroups are considered historically under-served. 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 with academic support before, during and after school. 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 subgroups. 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 and ORC organize 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, Field 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, for the past two years, we have partnered with Lopez Academy to "Sprinkle 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 reading club. Our FNL Club Live, student leadership team was instrumental in strengthening our school culture throughout the year creating school safety videos, promoting and recycling and more. 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. The school counselor also 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. The ORC assists with the SST referral process and helps with student intervention plans. Additionally, our ORC helps host parent educational meetings, connects families with resources and conducts home visits as needed. Our ORC and Counselor 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 2023-24 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 schoolwide, TK-5th grade, 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. 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. 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 2022-23 school year our TK-4 DLI teachers received DLI training and our 5th grade SEI teachers received science and math training.

Additionally, 5th grade teachers staying as DLI teachers for the 2023-2024 school year also attended a DLI training in preparation for the upcoming year. Throughout the year, our teachers received PD in math, reading and supports for our students in special education. 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. Additionally, our staff continuous to engage in understanding our OSD Student Profile at a deeper level to ensure our work and support 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 2023-2024 school year.

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 provide differentiated instruction to all students to ensure the academic needs of all are met. During collaboration time, teachers plan lessons based on data to support student learning. Teachers provide multiple opportunities for students to work collaboratively, engage in critical thinking, and provide students with feedback to ensure they continue learning.

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 regular meetings 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 such as technology classes to contribute to the educational opportunities for their children. Participation through ELAC and SSC will ensure our parents are informed about our school goals and will be able to learn and engage with our SPSA. Parent education will be offered through teachers, the counselor, ORC, social worker, and our DLI TOSA. 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 Leadership, 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 is 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.

Educational Partner 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, help identify goals to strengthen instruction while 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 2023-24 school year. The focus on instructional goals will be shared with the full staff on SIP Day in the Fall of 2023 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 15, 2023 and School Site Council on May 28, 2023, prior to the final review and approval of McKinna's SPSA for 2023-24. During these meetings, attendance and academic performance in ELA and Math was at the forefront in planning our SPSA goals. 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. iPads were assigned to all TK-5th grade students and Hot Spots are made available for any family who needed wi-fi so our students 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 83 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 meetings 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 connect our families with food and other

resources for families in need. In order to address our chronic absenteeism, we will hold parent classes to inform our families of the importance of coming to school daily and on time. Additionally, incentives will be established to encourage our students to come to school. Parent classes will also be offered to our Hispanic families and families of students that are socio-economically disadvantaged students to discuss ways in which they can support their children at school and how to best understand the importance of reading and safe use of technology. Tutoring will be offered to support students academically.

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 hold Coffee with the Principal as an additional opportunity for our families to be connected with our school and an opportunity for our ORC, counselor, social worker and DLI TOSA to provide our families with resources and information on how to support their children to improve attendance and academics.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.3%	%	0.33%	2		2
Asian	0.2%	0.18%	0.17%	1	1	1
Filipino	0.2%	%	0%	1		0
Hispanic/Latino	97.0%	97.89%	98.17%	589	556	589
Pacific Islander	0.7%	0.35%	0.67%	4	2	4
White	1.2%	1.23%	0.17%	7	7	1
Multiple/No Response	0.5%	0.35%	0.5%	3	2	3
			Total Enrollment	607	568	600

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	98	120
Grade 1	117	94	115
Grade 2	96	111	92
Grade3	110	82	102
Grade 4	87	101	81
Grade 5	99	82	90
Total Enrollment	607	568	600

Conclusions based on this data:

Enrollment has fluctuated from 607 to 566 from 2020-2021 to 2023-24. Additionally, enrollment by student subgroup has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with most students classified as Hispanic/Latino within the 2023-24 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 subgroups 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	456	454	472	75.10%	79.9%	78.7%
Fluent English Proficient (FEP)	60	31	36	9.90%	5.5%	6.0%
Reclassified Fluent English Proficient (RFEP)	20	15	35	4.4%		

Conclusions based on this data:

The data shows an increase in EL percentages over the school years. However, the percentage in students who are Fluent English Proficient has increased from 2020-2021 to 2023-2024. There has been an increase in the number of students who have reclassified. During the 2021-22 school year, 15 students were reclassified and 29 and 6 through an IEP in the 2022-2023 school year. 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 2023-24, 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 high 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 2023-24 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	70	15	21%	9	13%	9	13%	37	53%	4	772
Grade 1	120	61	51%	23	19%	10	8%	26	22%	4	764
Grade 2	92	52	57%	22	24%	7	8%	11	12%	2	833

Conclusions based on this data:

The Star 360 Early Literacy results from Spring 2022-2023 indicates 40% of the students in K are At/Above Benchmark, 24% of first graders are At/ Above Benchmark, and only 8% 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. Second grade students were also assessed on the STAR 360 Reading, a more complex assessment, and 12% of these students are At/Above Benchmark. 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	93	67	72%	15	16%	9	10%	2	2%	1	832
Grade 3	105	65	62%	23	22%	12	11%	5	5%	1	899
Grade 4	73	56	77%	9	12%	7	10%	1	1%	1	895
Grade 5	89	56	63%	13	15%	15	17%	5	6%	1	970

Conclusions based on this data:

The Star 360 Reading results from Spring 2022-2023 indicates only 12% of second grade students are At/Above Benchmark, 17% of third grade students are At/ Above Benchmark, 12% of fourth grader students are At/ Above Benchmark, and 27% 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. As a staff, we need to ensure our focus is on strong first instruction, a comprehensive 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	120	45	38%	54	45%	17	14%	4	3%	2	820
Grade 2	93	59	63%	19	20%	11	12%	4	4%	1	872
Grade 3	105	60	57%	18	17%	21	20%	6	6%	1	929
Grade 4	72	47	65%	15	21%	8	11%	2	3%	1	937
Grade 5	88	53	60%	26	30%	6	7%	3	3%	1	993

Conclusions based on this data:

Our STAR 360 Math assessments indicate 14% of our first grade students are AT/Above Benchmark. Only 10% of 2nd grade students are At/Above Benchmark. 17% of third grade students are At/Above Benchmark. 13% of fourth grade students are At/Above Benchmark and only 15% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		83			83			83			100.0	
Grade 4		100			99			99			99.0	
Grade 5		84			84			84			100.0	
All Grades		267			266			266			99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2354.			7.23			14.46			27.71			50.60	
Grade 4		2383.			5.05			11.11			17.17			66.67	
Grade 5		2426.			3.57			14.29			19.05			63.10	
All Grades	N/A	N/A	N/A		5.26			13.16			21.05			60.53	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.23			50.60			42.17	
Grade 4		2.02			59.60			38.38	
Grade 5		4.76			57.14			38.10	
All Grades		4.51			56.02			39.47	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.41			44.58			53.01	
Grade 4		2.04			41.84			56.12	
Grade 5		3.61			44.58			51.81	
All Grades		2.65			43.56			53.79	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.43			65.06			26.51	
Grade 4		1.01			74.75			24.24	
Grade 5		3.57			69.05			27.38	
All Grades		4.14			69.92			25.94	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.23			56.63			36.14	
Grade 4		2.02			61.62			36.36	
Grade 5		3.57			57.14			39.29	
All Grades		4.14			58.65			37.22	

Conclusions based on this data:

The preliminary CAASPP results for 2022-23 show growth in the percentage of students who met or exceed proficiency in ELA when compared to the 2021-22 results in most grade levels assessed. 3rd graders scored 18%, a decrease from 2021-22 from 22% proficient. 4th graders scored 19% proficient, an increase from 16% proficiency in 2021-22. 5th grade shows an increase from 18 to 20% proficient in ELA. Although we increased from 2021-22, we have much work ahead of us to ensure our students become stronger readers, writers and overall students.

During the 2022-23 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		83			83			83			100.0	
Grade 4		100			98			98			98.0	
Grade 5		84			84			84			100.0	
All Grades		267			265			265			99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2366.			3.61			8.43			26.51			61.45	
Grade 4		2395.			1.02			7.14			29.59			62.24	
Grade 5		2387.			1.19			4.76			10.71			83.33	
All Grades	N/A	N/A	N/A		1.89			6.79			22.64			68.68	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.43			30.12			61.45	
Grade 4		4.08			34.69			61.22	
Grade 5		0.00			17.86			82.14	
All Grades		4.15			27.92			67.92	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.02			37.35			56.63	
Grade 4		3.06			40.82			56.12	
Grade 5		2.38			30.95			66.67	
All Grades		3.77			36.60			59.62	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.61			63.86			32.53	
Grade 4		2.04			41.84			56.12	
Grade 5		1.19			36.90			61.90	
All Grades		2.26			47.17			50.57	

Conclusions based on this data:

The overall math CAASPP data documented above shows some progress as measured by this summative assessment. In 2022-23 preliminary scores, 3rd grade increased from 12% proficient in 2021-22 to 24%. 4th grade scored 14% proficient, a 6-point increase from 2021-22. 5th grade scored 15% proficiency, a 9-point increase from 2021-22. The growth can be explained to math PD during our SIP Day at the start of the school year, staff collaboration and staff meetings focused on math throughout the year, ongoing support of ST Math, exploration of Zern math and math tutoring focusing on the SBAC. We need to continue to focus on CAASPP claims and targets and supporting our students to 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1415.4			1429.8			1381.5			56	0	
1	1433.9	1434.6		1456.2	1454.4		1411.1	1414.3		66	64	
2	1466.5	1464.2		1481.0	1469.3		1451.6	1458.8		75	90	
3	1465.8	1484.9		1459.8	1486.1		1471.3	1483.2		91	57	
4	1490.9	1514.3		1490.6	1519.9		1490.8	1508.3		66	83	
5	1487.8	1524.5		1487.8	1518.7		1487.2	1529.8		58	60	
All Grades										412	354	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14			37.50			37.50			17.86			56		
1	7.58	4.69		25.76	23.44		34.85	39.06		31.82	32.81		66	64	
2	14.86	8.99		28.38	38.20		41.89	34.83		14.86	17.98		74	89	
3	3.33	10.53		22.22	33.33		46.67	43.86		27.78	12.28		90	57	
4	6.06	21.69		30.30	43.37		48.48	21.69		15.15	13.25		66	83	
5	3.77	18.64		28.30	45.76		43.40	25.42		24.53	10.17		53	59	
All Grades	7.16	13.07		28.15	37.22		42.47	32.39		22.22	17.33		405	352	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14			42.86			37.50			12.50			56		
1	19.70	21.88		33.33	28.13		36.36	34.38		10.61	15.63		66	64	
2	31.08	29.21		32.43	37.08		27.03	19.10		9.46	14.61		74	89	
3	5.56	22.81		41.11	43.86		28.89	24.56		24.44	8.77		90	57	
4	24.24	38.55		40.91	38.55		24.24	15.66		10.61	7.23		66	83	
5	15.09	33.90		54.72	49.15		13.21	10.17		16.98	6.78		53	59	
All Grades	17.04	29.83		40.25	38.92		28.15	20.45		14.57	10.80		405	352	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.36			7.14			67.86			19.64			56		
1	3.03	3.13		16.67	15.63		27.27	26.56		53.03	54.69		66	64	
2	2.70	2.25		37.84	31.46		22.97	38.20		36.49	28.09		74	89	
3	5.56	7.02		11.11	21.05		44.44	43.86		38.89	28.07		90	57	
4	3.03	7.23		16.67	25.30		36.36	37.35		43.94	30.12		66	83	
5	1.89	10.17		7.55	18.64		45.28	55.93		45.28	15.25		53	59	
All Grades	3.70	5.68		16.79	23.30		39.75	39.77		39.75	31.25		405	352	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.93			78.57			12.50			56		
1	36.36	26.56		59.09	59.38		4.55	14.06		66	64	
2	33.78	25.84		59.46	59.55		6.76	14.61		74	89	
3	13.48	38.60		60.67	50.88		25.84	10.53		89	57	
4	28.79	48.19		60.61	45.78		10.61	6.02		66	83	
5	17.65	11.86		62.75	76.27		19.61	11.86		51	59	
All Grades	23.38	30.97		62.94	57.67		13.68	11.36		402	352	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.55			60.00			25.45			55		
1	13.85	12.50		60.00	78.13		26.15	9.38		65	64	
2	29.73	35.96		55.41	47.19		14.86	16.85		74	89	
3	13.33	36.84		65.56	49.12		21.11	14.04		90	57	
4	24.24	36.59		63.64	52.44		12.12	10.98		66	82	
5	50.94	67.80		33.96	22.03		15.09	10.17		53	59	
All Grades	23.33	37.32		57.57	50.14		19.11	12.54		403	351	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57			78.57			17.86			56		
1	12.12	12.50		39.39	25.00		48.48	62.50		66	64	
2	20.27	7.87		44.59	62.92		35.14	29.21		74	89	
3	4.44	3.51		43.33	45.61		52.22	50.88		90	57	
4	4.55	8.43		39.39	56.63		56.06	34.94		66	83	
5	1.92	8.47		48.08	71.19		50.00	20.34		52	59	
All Grades	8.17	8.24		47.77	53.13		44.06	38.64		404	352	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.64			53.57			26.79			56		
1	1.52	3.13		36.36	59.38		62.12	37.50		66	64	
2	4.11	16.85		56.16	58.43		39.73	24.72		73	89	
3	6.67	17.54		64.44	66.67		28.89	15.79		90	57	
4	4.55	15.85		75.76	68.29		19.70	15.85		66	82	
5	1.92	23.73		65.38	61.02		32.69	15.25		52	59	
All Grades	6.20	15.38		58.81	62.68		34.99	21.94		403	351	

Conclusions based on this data:

The need for ongoing academic English language development is confirmed by the 2022-23 ELPAC data. This data shows 28% of 1st graders scored an overall 3 or 4 on the ELPAC; 40% of 2nd graders scored an overall 3 or 4; 42% of 3rd graders scored an overall 3 or 4; 42% of 4th graders scored an overall 3 or 4; 64% of 5th graders scored an overall 3 or 4 on ELPAC. The percentage of students who scored a 4 on the ELPAC increased in fourth grade and fifth grade when comparing the results from the year 2021-2022 to 2022-23. However, there was a decrease in the percentage of students who scored a 3 or 4 on the ELPAC in 1st, 2nd, 3rd, and 4th grades when comparing the results from the year 2021-22 to the year 2022-23. In addition, during the 2021-22 school year, only 15 of the English Learners in grades 3rd-5th were reclassified and 29 students were reclassified in 2022-2023. Although some gains were made in some areas, this data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 3rd, 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 2023-24 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-5 classrooms, teachers will continue to team with language partners, ensuring that students receive instruction in Spanish and English 50% of the day. Emphasis is on a standards

based balanced literacy approach that integrates oracy (scaffolded academic language development), reading and writing across content areas.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
568	**96.3**	**79.9**	**0.4**
Total Number of Students enrolled in McKinna Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	454	79.9
Foster Youth	2	0.4
Homeless	46	8.1
Socioeconomically Disadvantaged	547	96.3
Students with Disabilities	55	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	1	0.2
Filipino		
Hispanic	556	97.9
Two or More Races	2	0.4
Pacific Islander	2	0.4
White	7	1.2

Conclusions based on this data:

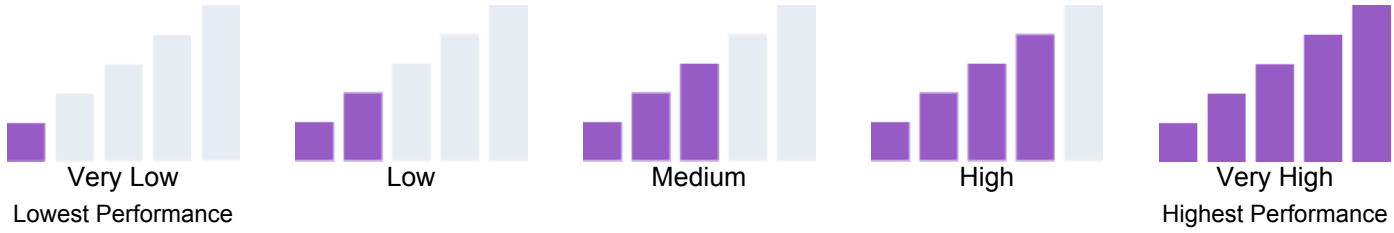
The data above is based on a CALPADS report from 2021-22. McKinna's significant ethnic subgroup is Hispanic/Latino, with 97.9% of 556 students classified as Hispanic/Latino. 79.9% of our students are English Learners where Spanish or Mixteco is their primary language. With the exception of the white subgroup with 7 students, all other ethnic groups have 4 or fewer students and do not qualify as a significant subgroup based on the low percentages of these student populations at McKinna. In addition, it is important to note that 96.3% of McKinna's students classified as Socioeconomically Disadvantaged, 8.1% as homeless and 9.7% with disabilities. The high percentage of Socioeconomically Disadvantaged and English Learner subgroups are considered historically under-served, under-performing populations. McKinna is committed to full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

The overall Dashboard detail for the fall of 2022 demonstrates that McKinna is very low in ELA and Math. Also, our English Learners are demonstrating low academic performance and have very high chronic absenteeism. We have significant room for growth in all academic student performance areas. Actions in this area align with Goal 1 of both District LCAP and site goals as articulated in the SPSA. In regard to student performance around absenteeism, actions in this area align with Goal 2 of both District LCAP and site goals as articulated in the SPSA. The leadership team

reviews this data by subgroup with the staff to help plan and implement effective SMART Goals & actions to ensure progress in all these areas.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

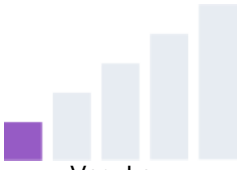
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
80.5 points below standard	85.2 points below standard	
258 Students	218 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
87.2 points below standard	80.4 points below standard	158.7 points below standard
25 Students	254 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 81.7 points below standard 254 Students	No Performance Level 2 Students	No Performance Level 1 Student	

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
97.5 points below standard	18.7 points above standard	60.2 points below standard
195 Students	23 Students	33 Students

Conclusions based on this data:

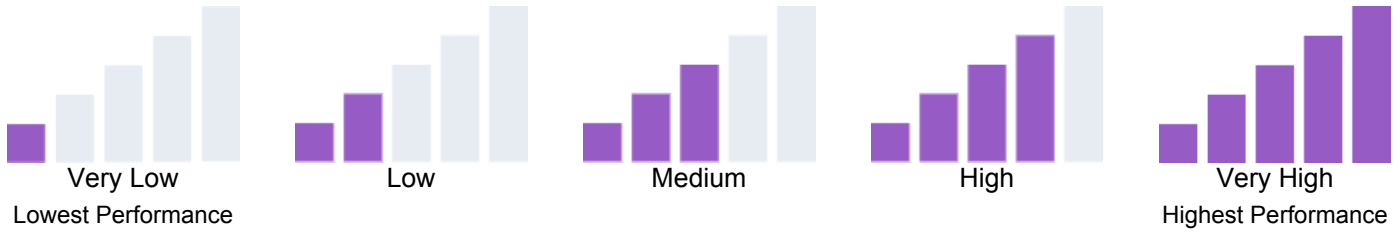
The above data shows that all McKinna's significant sub groups including English learners, SED and Hispanics are performing very low in ELA results of the 2022 Fall scores. English learners performed 97.5 points below standard proficiency for ELA demonstrating the need for implementing research based effective first instruction. In 2023-2024 we will provide professional development to our teaching staff around academic supports for our English Learners. Additionally, a TOSA will provide intervention to our English Learners.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

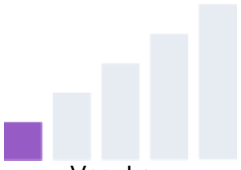
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
97.7 points below standard	100.7 points below standard	
257 Students	218 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
114.9 points below standard	98.2 points below standard	151.9 points below standard
25 Students	253 Students	32 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 98.5 points below standard 253 Students	No Performance Level 2 Students	No Performance Level 1 Student	

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.7 points below standard 195 Students	32.9 points below standard 23 Students	96.3 points below standard 32 Students

Conclusions based on this data:

The above data from the 2022 CAASPP for math shows that all McKinna's significant subgroups performed very low academically in the area of math, including Socioeconomically Disadvantaged and Hispanic students and English Learners. The English learners performed 108.7 points below standard where the English only group scored 96.3 points below standard.

The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math emphasizing both oracy and writing. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning. Teachers will focus math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning.

School and Student Performance Data

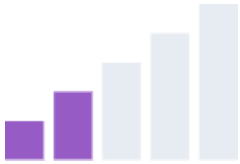
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

55.1 making progress towards English language proficiency

Number of EL Students: 305 Students

Performance Level: 2

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.

2022 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
13.4%	31.5%	1.6%	53.4%

Conclusions based on this data:

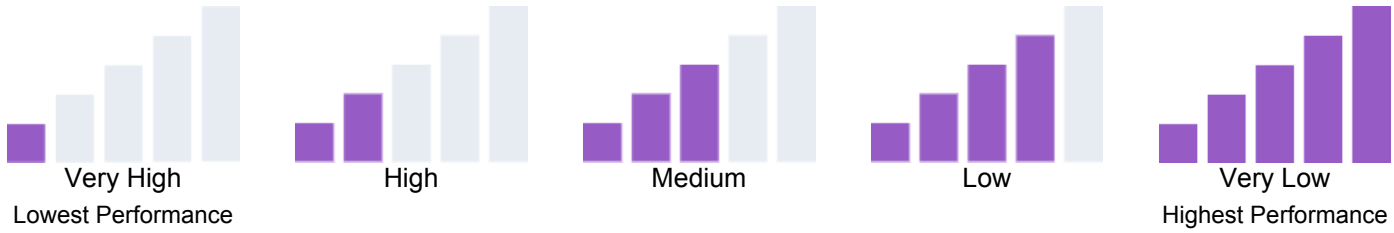
The above data demonstrates additional information on the academic progress of English Learners according to the ELPAC overall scores on the test available from the 2022 fall dashboard. Out of the 305 McKinna students assessed, 53% progressed one ELPI level, 31.5% maintained a level, 1.6% maintained a level 4, and 13.4% decreased a level. The school wide focus for 2023-24 continues to be language/ oracy development, literacy and writing across content areas. The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, language and literacy rich instruction across all grade levels throughout the day. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Emphasis to reinforce CAASPP claims in literacy development will be centered on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
32.7% Chronically Absent	29.7% Chronically Absent	Less than 11 Students
584 Students	468 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
48.3% Chronically Absent	33% Chronically Absent	35.8% Chronically Absent
60 Students	567 Students	67 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 1 Student		No Performance Level Less than 11 Students 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 32.8% Chronically Absent 577 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 3 Students	

Conclusions based on this data:

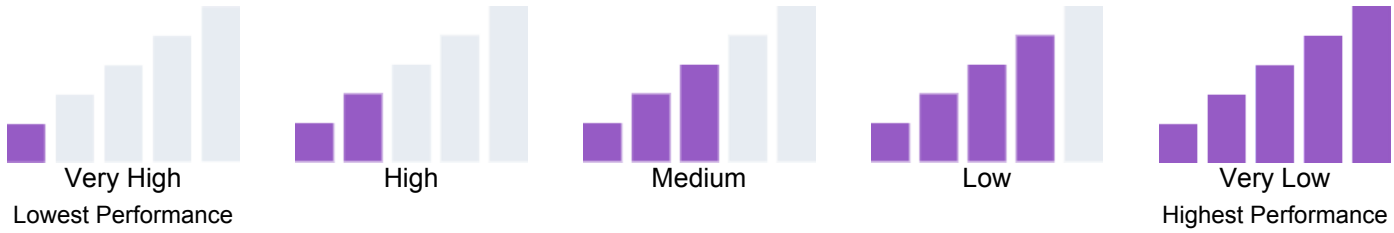
The 2022 Fall Dashboard demonstrates chronic absenteeism based on subgroups. Chronic absenteeism is defined as missing 10% of the instructional days they are enrolled. The data above shows a significant discrepancy between all students and various subgroups. The data shows very high chronic absenteeism in most of our subgroups including English learners, Hispanics, homeless, socioeconomically disadvantaged and students with disabilities. The high numbers in each subgroup signal a need to be pro-active with students and families to promote positive attendance, educating families of the connection of attendance to student performance. McKinna will also continue with interventions like family meetings and SARBs to connect families with resources when students are truant.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	3	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
0.8% suspended at least one day	0.8% suspended at least one day	Less than 11 Students
610 Students	490 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
0% suspended at least one day	0.9% suspended at least one day	0% suspended at least one day
62 Students	587 Students	68 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 2 Students		No Performance Level Less than 11 Students 1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Low 0.8% suspended at least one day 602 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 3 Students	

Conclusions based on this data:

In this category, overall students fall in the low area as measured on the 2022 Fall Dashboard with English learners, Socioeconomically disadvantage and Hispanic students with a low performance level. Homeless and students with disabilities in the very low performance level. The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. During the 2023-24 school year, staff will work to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem-solving strategies for fostering social-emotional development in children.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

All Students will reach high 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-1, English & Spanish: End of Year 2023 Data shows percentage of students in K-2 students at levels 1-4 in Early Literacy, per district benchmarks. In K - 4 DLI, assessments in Spanish & English K English: results for 68 students At or above benchmark- level 4: 35 students or 51% On watch-level 3: 9 students or 13% Intervention-level 2: 9 students or 13% Urgent Intervention - level 1: 15 or 22% K Spanish: results for 69 students	STAR Early Literacy Goal K-1, English & Spanish By End of the Year 2024: 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: 57 students 83% On watch-level 3: 5 students 7% Intervention-level 2: 2 students 3% Urgent Intervention - level 1: 5 students 7% 1st Grade- English: results for 114 students At or above benchmark- level 4: 26 students 23% On watch-level 3: 10 students 9% Intervention-level 2: 22 students 19% Urgent Intervention - level 1: 56 students 49% 1st Grade- Spanish: results for 113 students At or above benchmark- level 4: 29 students 26% On watch-level 3: 14 students 12% Intervention-level 2: 32 students 28% Urgent Intervention - level 1: 38 students 34% 2nd Grade- English: results for 84 students At or above benchmark- level 4: 9 students 11% On watch-level 3: 6 students 7% Intervention-level 2: 21 students 25% Urgent Intervention - level 1: 48 students 57% 2nd Grade- Spanish: results for 70 students At or above benchmark- level 4: 38 students 54% On watch-level 3: 10 students 14% Intervention-level 2: 14 students 20%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Urgent Intervention - level 1: 8 students 11%	
STAR READING 2nd-4th grade- English & Spanish	STAR READING 2nd grade-4th English & Spanish, EOY 2023 Data shows percentage of students in 2nd-4th graders in levels 1-4 on STAR 360 Reading per state benchmark assessments in English and Spanish for 2nd-4th grade DLI 2nd Grade- English: results for 84 students At or above benchmark- level 4: 1 students 1% On watch-level 3: 7 students 8% Intervention-level 2: 14 students 17% Urgent Intervention - level 1: 62 students 74% 2nd Grade- Spanish: results for 81 students At or above benchmark- level 4: 24 students 30% On watch-level 3: 15 students 19% Intervention-level 2: 22 students 27% Urgent Intervention - level 1: 20 students 25% 3rd Grade- English: results for 99 students At or above benchmark- level 4: 5 students 5% On watch-level 3: 12 students 12% Intervention-level 2: 23 students 23% Urgent Intervention - level 1: 59 students 60%	STAR Reading Goal 2nd - 4th grade English & Spanish By End of the Year 2024: 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 97 students At or above benchmark- level 4: 39 students 40% On watch-level 3: 10 students 10% Intervention-level 2: 11 students 11% Urgent Intervention - level 1: 37 students 38% 4th Grade- English: results for 70 students At or above benchmark- level 4: 1 students 1% On watch-level 3: 7 students 10% Intervention-level 2: 9 students 13% Urgent Intervention - level 1: 53 students 76% 4th Grade- Spanish: results for 69 students At or above benchmark- level 4: 23 students 33% On watch-level 3: 7 students 10% Intervention-level 2: 15 students 22% Urgent Intervention - level 1: 24 students 35%	
STAR READING 5th grade - English	STAR READING 5th grade - English, End of the Year Data shows percentage of students in 5 Grade in levels 1-4 in STAR 360 Reading per state benchmarks. Assessments in English for 5th grade. 5th grade- English: results for 85 students	STAR Reading Goal 5th grade English By End of the Year 2024: 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At or above benchmark- level 4: 5 students 6% On watch-level 3: 15 students 18% Intervention-level 2: 13 students 15% Urgent Intervention - level 1: 52 students 61%	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 1-4 in STAR 360 Math per state benchmarks. Assessments in English. EOY 1st grade- Math: results for 113 students At or above benchmark- level 4: 4 students 4% On watch-level 3: 16 students 14% Intervention-level 2: 54 students 48% Urgent Intervention - level 1: 39 students 35% 2nd grade- Math: results for 84 students At or above benchmark- level 4: 2 students 2% On watch-level 3: 10 students 12% Intervention-level 2: 19 students 23% Urgent Intervention - level 1: 53 students 63% 3rd grade- Math: results for 99 students At or above benchmark- level 4: 5 students 5% On watch-level 3: 20 students 20% Intervention-level 2: 17 students 17% Urgent Intervention - level 1: 57 students 58%	STAR 360 Math Goal, grades 1-5 End of the Year 2024: 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
	4th grade- Math: results for 69 students At or above benchmark- level 4: 2 students 3% On watch-level 3: 8 students 12% Intervention-level 2: 15 students 22% Urgent Intervention - level 1: 44 students 64% 5th grade- Math: results for 84 students At or above benchmark- level 4: 3 students 4% On watch-level 3: 6 students 7% Intervention-level 2: 26 students 31% Urgent Intervention - level 1: 49 students 58%	
ELPAC Assessment for grades 3-5	English Learners: Number of EL students that reclassified: During the 2022-23 School Year: 29	Increase the number of English Learner reclassifications by 20%.
CAASPP-ELA - Grades 3-5	Preliminary CAASPP Results for ELA, 3-5th 2022-23: 3rd Grade % Standard Exceeded: 5% % Standard Met: 11% % Standard Nearly Met: 26% % Standard Not Met: 57% 4th Grade % Standard Exceeded: 5% % Standard Met: 14% % Standard Nearly Met: 14% % Standard Not Met: 66% 5th Grade % Standard Exceeded: 5% % Standard Met: 12% % Standard Nearly Met: 25%	CAASPP, ELA 2023-2024- The number of students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	% Standard Not Met: 56%	
CAASPP Math- Grades 3-5	Preliminary CAASPP Results for Math, 3-5th 2022-23: 3rd Grade % Standard Exceeded: 7% % Standard Met: 16% % Standard Nearly Met: 13% % Standard Not Met: 63% 4th Grade % Standard Exceeded: 1% % Standard Met: 12% % Standard Nearly Met: 21% % Standard Not Met: 64% 5th Grade % Standard Exceeded: 3% % Standard Met: 11% % Standard Nearly Met: 23% % Standard Not Met: 61%	CAASPP, Math 2023-2024: The number of students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 10% in each grade level.

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, specifically our SED and students with disabilities.

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. Balanced literacy, math, social science and science standards for Dual Language classes as developed within the DLI units for TK-5 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 specifically our SED and students with disabilities.

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)
3,685	LCFF 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits
4,913	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 specifically our SED, English Learners and students with disabilities.

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)
29,251	Title I 1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP
29,251	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 TK and Kindergarten 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 and benefits for bilingual para-educator support within DLI TK classes
	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-2 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)
9,826	LCFF 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
5,945	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed 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 specifically our SED, EL, Hispanics and students with disabilities

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. This training to be provided by teachers, TOSAS and administrator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 instruction and 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)
1,100	Title I 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)
65,138	LCFF 4000-4999: Books And Supplies Materials and Supplies, warehouse, Graphics Services
8,000	LCFF - Intervention 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.

English Learner and 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)
1,228	Title I 1000-1999: Certificated Personnel Salaries counselor extra support
20,295	LCFF 2000-2999: Classified Personnel Salaries

	Campus supervisor additional hours and contract positions, extra help
1,353	LCFF 2000-2999: Classified Personnel Salaries Child Care
1,353	Title I 2000-2999: Classified Personnel Salaries Outreach position extra help
1,353	LCFF 2000-2999: Classified Personnel Salaries Substitute for clerical
2,030	LCFF 2000-2999: Classified Personnel Salaries Clerical OT
2,030	Title I 2000-2999: Classified Personnel Salaries Clerical OT
677	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.

English Learners, Foster, SED

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
7,523	Title III 5000-5999: Services And Other Operating Expenditures travel and conference

6,158	LCFF 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)
7,002	Title I 5000-5999: Services And Other Operating Expenditures 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)
3,000	LCFF 4000-4999: Books And Supplies computer supplies, 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
1,353	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)
4,500	Title I 5000-5999: Services And Other Operating Expenditures Services, Operations, Copy Machine
1,000	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. Tutoring to be provided by teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	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: 2022-23

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 2022-2023 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.

Overall, we made academic gains in most areas as measured by the CAASPP and we had more students reclassify. We made bigger gains in math.

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 2022-23 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. Although, the work began to strengthen our instruction, COVID continued to affect student and staff attendance greatly which impacted our learning and teaching tremendously. Having our meetings in person allowed for more effective collaboration and trainings. This year our focus will continue to be strengthening instruction in the classroom. Aligned with the OSD pedagogy, McKinna's emphasis will be on standards-based instruction and the across all content areas and the implementation of all DLI Units. 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 strengthening our math instruction. During grade level and cross grade level PLCs, teachers will continue to examine and calibrate student work 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.

Although we made gains in most of the areas on the CAASPP assessment across the grades, are gains were greater in math. We need to not lose focus of ELA.

The 2023-24 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 2023-24 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. 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.

We made gains on the CAASPP math assessment. In 3rd grade math we grew from 12% proficiency to 24% in 2022-23, an 12-point growth. In 4th grade we had a 6-point growth. In 5th grade we had a 9-point growth going from 6% proficiency to 15% in 2022-23. Our gains were not as strong in ELA. In 3rd grade we decreased by 4 points in 3rd grade going from 22% to 18% proficiency. In 4th grade we grew by 3 points and in 5th grade we did have a 2-point increase in 2022-23.

Grade level teams will continue to utilize multiple data points and formative assessments to monitor student progress and develop school wide focuses.

TK-5 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- May for the 2022-2023 school year was 91.53%.	Attain an annual average attendance rate of 95% or higher in each grade level.
Engagement	The number of office referrals assigned: * August-May 2022-2023 was 411 referrals The number of suspensions: 9	To decrease the number of office referrals by 10% 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 three times during the 2022-2023 school year. The survey provided a baseline data in the areas of student SEL competencies and learning supports	To increase 10% in all areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	/environments. Our overall rating in SEL during the 2022-2023 school year was 66%, rated as good. Growth Mindset-60% Self-Management- 62% Social Awareness- 65% Emotion Regulation- 51% Teacher Student Relationships- 70% Sense of Belonging- 64% Engagement-55%	

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, specifically for Hispanic, SED and students with disabilities. 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
	LCFF 4000-4999: Books And Supplies Attendance incentives already included in goal 1 under materials and supplies.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

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 subgroups 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: 2022-23

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.

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 2023-24 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.

Students continued to struggle to socialize effectively with their peers and often broke several behavior expectations. Additionally, students seemed to struggle social emotionally. Furthermore, as a site COVID-19 continue to impact attendance as many students and staff were sick this 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 2023-2024 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 2023-24 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. Additionally, we will implement a wellness center this upcoming year to support our students social emotionally.

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 square, 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	2022-23 school engagement opportunities offered through virtual and in person meetings for SSC, ELAC, PTA, Back to School Night, parent webinars and student conferences. ELAC Average Attendance 2022-2023 was 22 parents. SSC Average Attendance in 2022-2023 was 9.8	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 and in person setting. Increase family participation in Parent Meetings. Increase ELAC and SSC parent participation by 20%
Parent participation in SST and IEP meetings	2022-23 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.	
Parent Needs Assessment	Parents will have an opportunity to provide feedback through the 2022-2023 survey. 176 parents responded. 80.7% of parents always feel welcomed. 82.4% of parents feel they are partners in their child's education.	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

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 Parent Square, 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 as well as Family Fridays.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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: 2022-23

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 2023-24 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, Parent Square, 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 2023-24 school year to support academic, physical, and social-emotional needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

McKinna 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 and reclassification meetings. Parent workshops will be offered during the 2023-24 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. We will also have McKinna Creates once a trimester to showcase the work of our students and allow our families an opportunity to view their work. Furthermore, we will bring back our Family Fridays to allow our families to come read in their child's class and have an opportunity to learn ways in which they can support them in their education. Additionally, McKinna will continue ongoing communication through venues like Parent Square, Canvas, phone calls, emails, webinars, social media and the

school web site, weekly videos, 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	$223,964.00

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	$121,868.00
LCFF - Intervention	$8,000.00

Subtotal of state or local funds included for this school: $129,868.00

Total of federal, state, and/or local funds for this school: $223,964.00

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	121,868.00	0.00
LCFF - Intervention	8,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	121,868.00
LCFF - Intervention	8,000.00
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	13,511.00
2000-2999: Classified Personnel Salaries	LCFF	27,061.00
4000-4999: Books And Supplies	LCFF	68,138.00
5000-5999: Services And Other Operating Expenditures	LCFF	13,158.00
4000-4999: Books And Supplies	LCFF - Intervention	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	41,337.00
2000-2999: Classified Personnel Salaries	Title I	3,383.00
5000-5999: Services And Other Operating Expenditures	Title I	12,602.00
1000-1999: Certificated Personnel Salaries	Title III	29,251.00

5000-5999: Services And Other Operating Expenditures	Title III	7,523.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,964.00

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
Maricela Aguayo	Classroom Teacher
Beatriz Viveros	Classroom Teacher
Veronica Garcia	Classroom Teacher
Maria Aspera	Other School Staff
Sandra Castellanos	Parent or Community Member
Alejandra Lopez	Parent or Community Member
Guadalupe Ortiz	Parent or Community Member
Maria Diaz	Parent or Community Member
Quirino Castro Franco	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 5-23-23.

Attested:

	Principal, Erika Ragan on 6-8-23
	SSC Chairperson, Maricela Aguayo on 6-8-23

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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 13, 2023	August, 2023

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, located in Oxnard, is committed to fulfilling the mission and vision of the Oxnard School District. Oxnard is a community where 99% of the population is of Latinx descent, 98.3% are socioeconomically disadvantaged, and 85% are English Language learners. The school aims to empower all students to achieve excellence and become responsible global citizens. This aligns with the district's mission of nurturing self-confident and empowered multilingual global citizens who achieve inspired levels of individual, community, and social accomplishment in school and beyond.

Ramona Elementary School has embraced the Power of Collective Efficacy to achieve this shared vision. All staff members are dedicated to the success of every student. The school utilizes an inquiry-based balanced literacy approach, providing a student-centered education that is engaging, rigorous, and differentiated to meet the diverse needs of all students. The dual language immersion program is critical to the school's approach, emphasizing biliteracy and cultural awareness. The Dual Immersion Program aims for students to become bilingual, bi-literate, and socio-cultural competent through rigorous academic programs to develop their full potential as global citizens.

In addition to the core instruction, Ramona Elementary School supports students with individualized supplemental applications such as Lexia Core5, ST-Math, and Accelerated Reader (AR). Leveraging technology, the school accelerates individualized and personalized learning, fostering critical and independent thinking skills. The school is also committed to ongoing professional development to enhance instructional practices and promote essential skills such as collaboration, digital literacy, and global awareness among students.

The district's strategic plan aligns with the school's goals, focusing on equity, excellence, safe and affirming environments, multilingualism, global and socio-cultural competence, and professional accountability and service. The Theory of Action employed by the district emphasizes a shared commitment to success, clarity and support for classroom leadership, strong school leadership, organized district leadership, and engagement with families and the community.

The district's five strategic goals are a guiding focus for the school and district transformation. These goals include promoting student academic engagement and achievement, fostering a positive and safe learning environment and school climate, providing site guidance and support, establishing strong family/community alliances for student success, and cultivating transformational leadership and infrastructure.

The pedagogical principles embraced by the district and Ramona Elementary School further enhance student-centered learning. These principles include identifying and building on student strengths, affirming student identities, nurturing equitable relationships, actively engaging students in the learning process, creating enriching environments that tap into students' multilingual repertoires, connecting learning to students' lives, promoting high intellectual performances, and addressing the prerequisites for learning by challenging coercive relations of power.

By merging the school's description, vision, and mission with the district's mission, vision, and purpose, Ramona Elementary School and the Oxnard School District work together to create a transformative educational experience for all students, fostering their academic success, cultural awareness, and global citizenship.

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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 throughout the school year in UPK/TK-5th grades. The observations consistently revealed certain "Look-Fors" in many classes, such as students understanding the learning objectives, engaging in purposeful conversations, actively participating in cooperative learning, problem-solving, creative projects, and demonstrating high-level thinking. The data gathered from these observations were used to develop goals, actions, and services discussed during staff development days, Professional Learning Communities (PLCs), and grade-level meetings.

Due to the COVID-19 pandemic and the subsequent shift to distance learning in the past couple of years, significant instructional time was lost, and students faced various challenges. These challenges included internet connectivity issues, unsuitable learning environments, and some students missing school due to COVID-like symptoms. The site team recognized these difficulties and established School-Wide goals and Instructional "Look Fors" to address them. We plan to continue working as a Professional Learning Community and follow the Cycle of Inquiry to meet student's needs and provide high-quality instruction.

The impact of the learning loss caused by the pandemic has been particularly noticeable in third-grade students who experienced a loss at the end of their kindergarten year. Kindergarten is a crucial time when students solidify basic skills, and the learning loss at that stage has had long-lasting effects. In first grade, students received only about two hours of distance learning per day, significantly less than the regular instructional time. Second grade saw a return to in-person learning, but with strict safety measures, such as masks and plastic shields, leading to challenges in teacher-student and student-parent social-emotional well-being. Third grade presented additional difficulties as teachers were not adequately prepared to teach basic skills, resulting in some students being referred for evaluation due to a perceived "lack of learning."

In response to these challenges, the site team aims to address the learning gaps through ongoing professional development, collaboration within PLCs, and a focus on meeting the unique needs of each student. By implementing targeted interventions and providing additional support, they seek to mitigate the effects of the pandemic and ensure students receive the best possible instruction to overcome their learning setbacks.

Overall, the data collected through classroom observations have served as a valuable tool in identifying areas of improvement and establishing goals to address the challenges faced by students during the pandemic. Through a collective effort and a commitment to student success, the school community is determined to overcome these obstacles and provide a supportive and enriching learning environment for 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)

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 spring Summative Evaluation for ELA, Mathematics, and Science.
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, specifically underperforming students, teachers are provided time to meet at 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 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 support 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 with 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 are 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 support Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology, and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment, and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

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 discuss the biliteracy units, planning, developing, implementing, and evaluating. Leading questions include, what do we want students to know? How 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. The teacher offers tier I support, and our ISP and LLI teacher provides tier II and III in conjunction with the classroom teacher. Students' progress and response to these intervention strategies are monitored using pre- and post-assessment data.

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)

SPSA stands for Single Plan for Student Achievement, a program implemented under the Every Student Succeeds Act (ESSA) in the United States. SPSA aims to provide services and support to underperforming students to help them meet the academic standards outlined in the Elementary and Secondary Education Act (ESEA).
In the given context of Ramona School being identified as ATSI (Additional Targeted Support and Improvement) due to attendance issues, the school is implementing SPSA strategies to address students' underperformance. These strategies include closely monitoring student social-emotional learning (SEL), academic progress, and attendance.
Ramona School uses a Multi-Tier System of Support (MTSS) to assist underperforming students in meeting grade-level standards. This instructional model involves several components:

1. Universal Screening: All students are assessed regularly to identify those struggling academically or socially.
2. Multiple Tiers of Support: Students receive interventions based on their needs at different levels. Tier I interventions are provided within the regular classroom by the teacher. If students do not show adequate progress, they move to Tier II interventions, which may involve additional support from Instructional Support Teachers. If further intervention is needed, students may progress to Tier III.
3. Data Collection and Reviews: Student progress is continuously monitored, and data is collected to inform intervention decisions. Regular reviews are conducted to assess the interventions' effectiveness and make necessary adjustments.
4. Collaboration: Grade-level collaboration among teachers helps identify students who require additional support and allows for sharing of effective instructional strategies. As a dual Language school, this is particularly important as the lack of learning might be due to a lack of language development in that language.
Students who do not meet Tier II interventions' expectations are referred to the Student Success Team (SST). The SST, consisting of teachers, administrators, and other specialists, suggests additional interventions to support the student's progress. Parents are informed about the teacher's concern and are invited to SST meetings to actively participate in creating a successful intervention plan for their child.
Students who struggle and fail to demonstrate adequate progress even with the implemented interventions may be referred for a Special Education evaluation. The evaluation process involves various school specialists, such as a Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and district nurse, who assess the student's needs and determine if they qualify for special education services.
Overall, the SPSA program and the MTSS framework aim to provide a comprehensive support system for underperforming students, addressing their academic, social-emotional, and attendance needs through a tiered approach and involving collaboration among teachers, parents, and specialists.

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 Elementary School provides resources and opportunities for families, school, district, and community involvement to support underachieving students. These resources and activities aim to strengthen the family-school partnership and create a supportive educational environment. Some of the available resources and opportunities include:
1. Parent Training Workshops: Ramona offers parent training workshops on Parent Project, Loving Solutions, social skills, and discipline. These workshops provide parents with strategies and skills to support their children's academic and behavioral development.
2. Family Literacy Nights: These events focus on English Language Arts (ELA), Math, and Technology. They allow families to engage in literacy-related activities and learn about educational resources.
3. iPad and Application Programs: Ramona utilizes iPad and application programs like Lexia, ST-Math, MyOn, and Canvas to enhance student learning. Parents are encouraged to be familiar with these programs and support their children's use.
4. STREAM Night (OSD Creates): This event allows students to present Inquiry-Based Projects, promoting their engagement in Science, Technology, Reading, Engineering, Arts, and Math (STREAM) activities. Parents can attend and support their children's presentations.

5. Parent Book Club: Parents have the opportunity to participate in a book club where they can engage in discussions with administrators and other parents, fostering a sense of community and shared learning.
6. School, District, and Community Events: Parents are encouraged to participate in various events, such as VCBH Logrando Bienestar, MICOP's Viviendo con Amor, class and field trip volunteering, PTA events, School Site Council, ELAC monthly meetings, Parent Nutrition Classes, parenting classes, Coffee with the Principal/Title 1 meetings, Read Across America, Awards Assemblies, and Project 2INSPIRE. These events allow parents to actively engage with the school, district, and community and contribute to their child's educational experience.
7. Support from ORC and Counselor: The ORC (Outreach Coordinator) and counselor at Ramona Elementary support families by connecting them with necessary services to address social-emotional needs. These professionals can listen to parents' concerns, provide information, and involve them in critical decisions regarding their child's education. They also explain testing, scores, safety protocols, and other school-related programs and activities.
By offering these resources and opportunities for involvement, Ramona Elementary School aims to create a collaborative and supportive environment that addresses the academic, social-emotional, and informational needs of underachieving students and their 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)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

At Ramona Elementary, categorical funds provide various services and opportunities that support underperforming students in meeting academic standards outlined in the Elementary and Secondary Education Act (ESEA). These services and activities aim to enhance the family-school partnership and address students' academic and social-emotional needs. Some of the services provided through categorical funds include:
1. Parent Training Workshops: Workshops are organized yearly to provide parents with training and guidance in areas such as Parent Project, Loving Solutions, social skills, and discipline. These workshops equip parents with strategies and tools to support their children's academic and behavioral development.
2. Family Literacy Nights: These events focus on enhancing literacy skills in English Language Arts (ELA) and Math, particularly by leveraging technology. The aim is to engage families in activities that promote reading and learning at home.
3. iPad and Application Programs: Categorical funds support using iPad devices and various educational applications such as Lexia, ST-Math, MyOn, and Canvas. These programs enhance student learning and provide personalized instruction tailored to individual needs.
4. STREAM Nights (OSD Creates): Students present Inquiry-Based Projects during STREAM Nights. STREAM stands for Science, Technology, Reading, Engineering, Arts, and Math. These events allow students to showcase their projects and foster their engagement in interdisciplinary learning.
5. Parent and Community Involvement: Parents are encouraged to participate in various school, district, and community events. These include volunteering for class activities and field trips, attending PTA events, participating in School Site Council and ELAC monthly meetings, engaging in Parent Nutrition Classes and Parenting classes, attending Coffee with the Principal/Title 1 meetings, joining Read Across America initiatives, celebrating student achievements during Awards Assemblies, and being part of Project 2INSPIRE.
6. Support from ORC and Counselor: The Outreach Coordinator (ORC) and school counselor are crucial in supporting families and addressing social-emotional needs. They connect families with necessary services and resources, provide a platform for parents to express concerns, and ensure that families are informed about testing, scores, safety protocols, and other school-related programs and activities.
By utilizing categorical funds effectively, Ramona Elementary aims to provide comprehensive support to underperforming students and their families. The focus is on fostering a collaborative and supportive environment where parents are engaged partners in their children's education, and students receive the necessary resources and interventions to meet academic standards and thrive socially and emotionally.

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 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.

Educational Partner 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 involvement process for the School Plan for Student Achievement (SPSA) and its annual review and update at Ramona Elementary involves several key stakeholders. Here is an overview of the process:
1. School Leadership Team: The School Leadership Team, which may include administrators, teachers, and other school staff, plays a central role in the development of the SPSA. They collaborate to assess the school's needs, set goals, and determine strategies and interventions to improve student achievement.
2. Title I and ELAC Meetings: During Title I and English Language Advisory Committee (ELAC) meetings, the SPSA is shared with parents. These meetings allow parents to learn about the plan and provide their input and recommendations.
3. Parent Recommendations: ELAC and parent groups submit recommendations for actions to be included in the SPSA based on their insights and perspectives. These recommendations are considered during the development and refinement of the plan.
4. School Site Council (SSC) Review: The SPSA is presented to the School Site Council, typically including parents, community representatives, teachers, and administrators. The SSC reviews the plan, discusses its components, and ensures alignment with the school's goals and priorities.
5. June Meeting: The SPSA is specifically reviewed during the June meeting of the School Site Council. This review allows for a comprehensive plan examination before its final approval.
6. Collaboration of Parent Committees: Parent committees such as the Parent-Teacher Association (PTA), ELAC, SSC, and Title I actively participate in the development and refinement of the SPSA. Their involvement ensures that the perspectives and priorities of parents are represented in the plan.
7. Approval of the SPSA: The School Site Council reviews and approves the finalized SPSA. This approval signifies the collective endorsement of the plan and its alignment with the school's vision and objectives.
The involvement process described above demonstrates Ramona Elementary's commitment to engaging various stakeholders in the development, review, and update of the SPSA. By incorporating input from parents, committees, and the School Site Council, the SPSA becomes a collaborative and informed strategy for improving student achievement and promoting the success of all students at the school.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The required needs assessment at Ramona Elementary has identified several resource inequities, as described below:

1. Teacher Substitutes: Regular teacher substitutes have been a challenge throughout the year, with inadequate availability of both teachers and classified substitutes to cover different positions within the school. This shortage of substitutes has disrupted the continuity of instruction and has put additional strain on the principal, counselor, and other staff members who have had to step in to

ensure student learning and safety. The lack of available substitutes hinders the ability to provide consistent instruction and support to students.

2. Personnel for Professional Learning Communities: The lack of personnel also affects implementation of well-developed plans to provide extended time for professional learning communities. These communities are essential for collaborative professional development among teachers, sharing best practices, and improving instructional strategies. Insufficient staffing hampers the ability to allocate dedicated time and resources for these valuable professional learning opportunities

3. Challenges with Hotspots and WiFi Connectivity: Although the district has prioritized providing hotspots to address the technology gap, students still face challenges with connectivity. Some areas within the Ramona area have limited Wi-Fi coverage, making it difficult for students to connect reliably to online learning platforms. This issue further compounds the existing inequities and negatively impacts students' ability to participate fully complete assignments that require Wi-Fi connectivity. These include Canvas Homework, Lexia, St-Math, and Myon/Epic Reading, to mention a few.

Addressing these resource inequities is crucial to ensure that all students at Ramona Elementary have equal opportunities to succeed academically and access the necessary resources for their educational growth. Before and after-school programs will continue to be available in order to address student challenges.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	%	%	0.17%			1
Filipino	%	%	0%			0
Hispanic/Latino	99.6%	99.80%	99.83%	552	507	578
Pacific Islander	%	%	0%			0
White	0.4%	0.20%	0%	2	1	0
Multiple/No Response	%	%	0%			0
			Total Enrollment	554	508	579

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	120	94	155
Grade 1	96	89	72
Grade 2	85	89	94
Grade3	87	80	94
Grade 4	76	80	86
Grade 5	90	76	78
Total Enrollment	554	508	579

Conclusions based on this data:

Based on the provided data, the conclusion drawn for Ramona School is as follows:

1. Student Population: The overall student population at Ramona School has remained relatively stable over the past three years. Most students, around 99.83%, identify as Hispanic/Latino, while the remaining 0.17 are Asian.

2. Mixtec Indigenous Population: The Mixtec indigenous population is the second-largest subgroup in the school and the district. Approximately 10% of developing bilingual students at Ramona School come from families that speak Mixtec and Zapotec.

3. Student Enrollment Trend: Despite the district experiencing a decrease in student population, Ramona School has seen an increase in student enrollment over the last few years. The specific reasons for this increase might have to do with the affordability of the area or the implementation of the Dual immersion program. Another reason is that parents can choose the school their students attend, and they might see Ramona Elementary as the school of choice.

It's important to note that the conclusion is based solely on the given data and does not provide a comprehensive understanding of all factors influencing student enrollment and demographics at Ramona School.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	438	439	507	79.10%	86.4%	87.6%
Fluent English Proficient (FEP)	76	31	27	13.70%	6.1%	4.7%
Reclassified Fluent English Proficient (RFEP)	32	21	30	7.3%	7.5%	7.7%

Conclusions based on this data:

Based on the provided data on English Learner (EL) enrollment at Ramona School, the following conclusions can be drawn:
1. EL Enrollment: The number of English Learners at Ramona School has shown an increasing trend over the three years, with 438 students in 2020-21, 439 students in 2021-22, and 507 students in 2022-23. The percentage of EL students in the student population increased from 79.10% in 2020-21 to 87.6% in 2022-23.
2. FEP Enrollment: The number of students classified as Fluent English Proficient (FEP) has decreased, from 76 students in 2020-21 to 27 in 2022-23. The percentage of FEP students in the student population has also declined from 13.70% in 2020-21 to 4.7% in 2022-23.
3. RFEP Enrollment: The number of students classified as Reclassified Fluent English Proficient (RFEP) has fluctuated, with 32 students in 2020-21, 21 students in 2021-22, and 30 students in 2022-23. The percentage of RFEP students in the student population has remained relatively stable, ranging from 7.3% to 7.7%.
Overall, the data indicates an increasing number of English Learners at Ramona School, with a decrease in the proportion of Fluent English Proficient students. The percentage of Reclassified Fluent English Proficient students has remained relatively consistent. These trends suggest the ongoing need for language support and services for EL students at the school.

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	95	11	12%	10	11%	8	8%	66	69%	4	789
Grade 1	72	22	31%	15	21%	8	11%	27	38%	4	815
Grade 2	27	25	93%	2	7%	0	0%	0	0%	1	754

Conclusions based on this data:

Based on the Star Early Literacy data provided for Ramona Elementary School, the following conclusions can be drawn:

1. Grade K: Among the 92 students tested, 20 (22%) scored at Level 1, indicating a performance level below proficiency. The majority of students, 23 (25%), scored at Level 2, demonstrating proficiency. A similar number of students, 23 (25%), achieved Level 3, while 25 (28%) reached Level 4, the highest level of proficiency. The average scale score for Grade K was 791.

2. Grade 1: Out of the 71 students tested, 37 (52%) scored at Level 1, indicating a performance level below proficiency. A smaller percentage of students, 10 (14%), achieved Level 2, while 15 (21%) reached Level 3, and 9 (13%) reached Level 4. The average scale score for Grade 1 was 814.

3. Grade 2: Among the 25 students tested, all scored at Level 2, indicating proficiency in early literacy skills. No students in Grade 2 were identified as performing below proficiency. The average scale score for Grade 2 was 743.

Based on this data, it can be inferred that Grade K and Grade 1 have a mixed distribution of student performance, with a significant portion of students achieving proficiency and a notable number performing below proficiency. Grade 2, on the other hand, shows a higher level of proficiency, with all students performing at or above the expected level. These findings highlight the need for targeted interventions and support for students in Grades K and 1 to improve their literacy skills.

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	94	66	70%	18	19%	7	7%	3	3%	1	842
Grade 3	95	69	73%	15	16%	6	6%	5	5%	1	892
Grade 4	85	61	72%	15	18%	7	8%	2	2%	1	933
Grade 5	82	44	54%	17	21%	17	21%	4	5%	1	1005
Grade 6	Average		67		20		10		4		

Conclusions based on this data:

Student performance has a positive trend as students progress through the grades, from 67% of students performing at level one to 59%. The same is true for proficiency for level three. However, according to the end-of-the-year assessment, the number of students not performing at the proficient level is significant.

This data suggests room for improvement across all grades in reading proficiency levels, indicating a need for targeted interventions and support to enhance their reading skills.

To address this, the school can implement various strategies, such as:

1. Differentiated Instruction: Teachers can provide personalized instruction catering to students' needs. This may involve using a variety of teaching methods, materials, and resources to accommodate different learning styles and abilities.

2. Small Group Instruction: Small groups based on students' reading levels can allow for more targeted instruction and focused support. This can help address specific skill gaps and provide additional practice and reinforcement.

3. Intensive Reading Intervention: For students significantly below proficiency, targeted intervention programs can be implemented to provide intensive support. These programs may include explicit instruction in foundational reading skills, guided practice, and progress monitoring to track students' growth.

4. Collaborative Efforts: Collaboration between teachers, instructional coaches, and support staff can help develop effective strategies, share best practices, and provide ongoing professional development focused on improving reading instruction.

5. Regular Progress Monitoring: Implementing regular assessments to monitor students' progress can help identify areas of improvement and measure the effectiveness of instructional interventions. This data can inform instructional decisions and guide the allocation of resources and support.

By implementing these strategies and analyzing the progress across grade levels, students over time, Ramona Elementary School can work towards improving their reading proficiency and overall academic success.

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	72	8	11%	33	46%	23	32%	8	11%	2	857
Grade 2	91	50	55%	20	22%	15	16%	6	7%	1	884
Grade 3	94	54	57%	23	24%	14	15%	3	3%	1	929
Grade 4	87	49	56%	24	28%	12	14%	2	2%	1	967
Grade 5	82	43	52%	21	26%	6	7%	12	15%	1	1030

Conclusions based on this data:

After analyzing the End of the Year data, several key observations can be made. First, there is a positive trend of increasing overall level and scale scores across the grades. This indicates that students are making progress in their math proficiency as they advance through the grade levels.

In the first grade, the data suggests that students are performing at the overall level where they need to be by the end of first grade or the beginning of second grade. This is an encouraging sign, indicating that students are meeting or approaching the expected math proficiency level for their grade.

However, for second through fourth grade, three-quarters of the students fall into the less proficient category. This indicates a need for targeted interventions and additional support to help these students improve their math skills and reach proficiency levels. It is essential to identify the specific areas of weakness and design instructional strategies to address those areas effectively.

In the fifth grade, approximately 55 percent of students are classified as less than proficient, while 45 percent are proficient. While there is still room for improvement, the higher percentage of proficient students suggests that efforts to enhance math instruction and support have yielded positive results. This success can be built upon by continuing to refine teaching practices and providing targeted interventions for the students who need additional support.

Based on these findings, it is recommended to take the following next steps:

1. Identify specific areas of weakness: Analyze the data to identify the specific math concepts or skills in which students are struggling the most. This will help in targeting interventions and designing focused instruction to address these areas effectively.

2. Differentiated instruction: Provide differentiated instruction that caters to the individual needs of students. This includes implementing various teaching strategies, using manipulatives, providing additional practice opportunities, and offering extra support to students who require it.

3. Targeted interventions: Develop and implement targeted interventions for students who are falling below proficiency levels. This can involve small group instruction, one-on-one support, or targeted skill-building activities to address specific areas of weakness.

4. Professional development: Offer professional development opportunities for teachers to enhance their knowledge and skills in teaching mathematics effectively. This can include workshops, training sessions, and collaboration time to share best practices and instructional strategies.

5. Data-driven instruction: Continuously monitor and analyze student data to inform instructional decisions. Regularly assess student progress, adjust teaching strategies as needed, and track the effectiveness of interventions. This will help in identifying areas of improvement and making data-informed decisions to support student growth.

6. Collaborative efforts: Foster collaboration among teachers to share effective instructional practices, discuss student data, and develop strategies for improvement. Professional Learning Communities (PLCs) can provide a platform for collaborative problem-solving and sharing of ideas.

7. Parent and community involvement: Engage parents and the wider community in supporting math learning. Provide resources, workshops, and opportunities for parents to be involved in their child's math education. Foster a partnership between home and school to reinforce math skills and concepts.

By implementing these next steps, Ramona Elementary School can continue to build upon the positive trends observed in the data and further improve math proficiency among its students. The focus on targeted interventions, differentiated instruction, professional development, and collaborative efforts will contribute to the overall goal of enhancing student achievement in 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		80	90		79	90		79	90		98.8	
Grade 4		79	86		79	86		79	86		100.0	
Grade 5		77	79		77	79		77	79		100.0	
All Grades		236	255		235	255		235	255		99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2352.	2341		5.06	4		12.66	7		22.78	21		59.49	66
Grade 4		2417.	2385		5.06	2		18.99	16		29.11	19		46.84	61
Grade 5		2431.	2451		1.30	5		18.18	21		23.38	26		57.14	46
All Grades	N/A	N/A	N/A		3.83			16.60			25.11			54.47	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.27			58.23			40.51	
Grade 4		6.33			69.62			24.05	
Grade 5		6.49			58.44			35.06	
All Grades		4.68			62.13			33.19	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.27			45.57			53.16	
Grade 4		1.27			56.96			41.77	
Grade 5		1.30			54.55			44.16	
All Grades		1.28			52.34			46.38	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.53			74.68			22.78	
Grade 4		8.86			65.82			25.32	
Grade 5		2.60			76.62			20.78	
All Grades		4.68			72.34			22.98	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.06			62.03			32.91	
Grade 4		3.80			73.42			22.78	
Grade 5		2.60			63.64			33.77	
All Grades		3.83			66.38			29.79	

Conclusions based on this data:

Analysis of CAASPP summative data for English Language Arts shows that students in grades 3-5 at Ramona Elementary scores decreased overall. Student achievement outcomes between 2022 and 2023, with the total number of students who met or exceeded standards decreased from 2-10% in every grade levels. With 11% of 3rd grade students, 18% 4th grade students, and 26% of 5th grade students meeting or exceeding standards, the focus in PLCs will be to deconstruct standards and create equitable lesson plans to make gains.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		80	95		79	95		79	95		98.8	
Grade 4		79	88		79	88		79	88		100.0	
Grade 5		77	79		77	79		77	79		100.0	
All Grades		236	262		235	262		235	262		99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2363.	2364		1.27	1		15.19	15		21.52	22		62.03	61
Grade 4		2413.	2411		1.27	2		17.72	2		31.65	35		49.37	48
Grade 5		2414.	2442		1.30	2		7.79	2		24.68	10		66.23	55
All Grades	N/A	N/A	N/A		1.28			13.62			25.96			59.15	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.33			37.97			55.70	
Grade 4		7.59			40.51			51.90	
Grade 5		2.60			31.17			66.23	
All Grades		5.53			36.60			57.87	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.53			40.51			56.96	
Grade 4		1.27			49.37			49.37	
Grade 5		2.60			33.77			63.64	
All Grades		2.13			41.28			56.60	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.06			55.70			39.24	
Grade 4		6.33			49.37			44.30	
Grade 5		0.00			50.65			49.35	
All Grades		3.83			51.91			44.26	

Conclusions based on this data:

Analysis of CAASPP summative data for Math shows that students in grades 3-5 at Ramona Elementary scores decreased overall. Student achievement outcomes between 2022 and 2023, with the total number of students who met or exceeded standards decreased from 1-11% in every grade levels. With 16% of 3rd grade students, 15% 4th grade students, and 12% of 5th grade students meeting or exceeding standards, the focus in PLCs will be to deconstruct standards and create equitable lesson plans to make gains.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1390.5			1405.3			1355.8			80	0	
1	1424.7			1445.8			1403.0			52	0	
2	1462.4	1458.0		1468.1	1473.0		1456.3	1442.4		55	82	
3	1484.9	1482.2		1488.3	1483.0		1481.0	1481.0		79	67	
4	1506.0	1515.1		1503.8	1504.6		1507.8	1525.2		55	68	
5	1507.8	1528.1		1506.3	1521.0		1508.7	1534.7		37	46	
All Grades										358	263	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.53			22.78			40.51			34.18			79		
1	1.92			23.08			34.62			40.38			52		
2	9.09	6.67		30.91	28.89		49.09	46.67		10.91	17.78		55	45	
3	8.86	4.48		27.85	38.81		49.37	43.28		13.92	13.43		79	67	
4	9.09	16.18		49.09	47.06		38.18	30.88		3.64	5.88		55	68	
5	8.11	8.70		32.43	67.39		54.05	17.39		5.41	6.52		37	46	
All Grades	6.44	9.29	15.4	30.25	45.13	32.5	43.98	34.96	29.5	19.33	10.62	22.6	357	226	545

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.06			30.38			36.71			27.85			79		
1	15.38			34.62			30.77			19.23			52		
2	18.18	22.22		34.55	40.00		38.18	33.33		9.09	4.44		55	45	
3	21.52	16.42		45.57	47.76		21.52	29.85		11.39	5.97		79	67	
4	27.27	30.88		52.73	45.59		16.36	19.12		3.64	4.41		55	68	
5	24.32	32.61		62.16	60.87		5.41	4.35		8.11	2.17		37	46	
All Grades	17.65	25.22	25.7	41.74	48.23	30.5	26.33	22.12	21.5	14.29	4.42	22.4	357	226	545

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.27			10.13			54.43			34.18			79		
1	1.92			13.46			19.23			65.38			52		
2	3.64	0.00		29.09	15.56		38.18	40.00		29.09	44.44		55	45	
3	6.33	1.49		15.19	20.90		45.57	46.27		32.91	31.34		79	67	
4	5.45	5.88		27.27	41.18		41.82	42.65		25.45	10.29		55	68	
5	5.41	6.52		5.41	30.43		62.16	52.17		27.03	10.87		37	46	
All Grades	3.92	3.54	7.5	16.81	27.88	23.1	43.70	45.13	40.9	35.57	23.45	28.4	357	226	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.06			79.75			15.19			79		
1	30.77			55.77			13.46			52		
2	16.36	13.33		78.18	80.00		5.45	6.67		55	45	
3	24.05	29.85		67.09	62.69		8.86	7.46		79	67	
4	40.00	50.00		49.09	45.59		10.91	4.41		55	68	
5	8.11	19.57		83.78	71.74		8.11	8.70		37	46	
All Grades	20.45	30.53		68.91	62.83		10.64	6.64		357	226	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.33			46.84			46.84			79		
1	7.84			66.67			25.49			51		
2	23.64	35.56		63.64	55.56		12.73	8.89		55	45	
3	32.88	31.34		57.53	50.75		9.59	17.91		73	67	
4	40.38	26.47		59.62	60.29		0.00	13.24		52	68	
5	58.33	65.22		33.33	32.61		8.33	2.17		36	46	
All Grades	25.43	37.61		55.20	50.88		19.36	11.50		346	226	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.27			67.09			31.65			79		
1	7.69			26.92			65.38			52		
2	10.91	6.82		61.82	59.09		27.27	34.09		55	44	
3	5.06	0.00		46.84	47.76		48.10	52.24		79	67	
4	5.45	7.35		63.64	61.76		30.91	30.88		55	68	
5	5.41	6.52		64.86	78.26		29.73	15.22		37	46	
All Grades	5.60	4.89		55.18	60.44		39.22	34.67		357	225	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.86			39.24			51.90			79		
1	3.92			37.25			58.82			51		
2	7.27	0.00		49.09	51.11		43.64	48.89		55	45	
3	8.86	13.43		72.15	74.63		18.99	11.94		79	67	
4	12.73	27.94		70.91	66.18		16.36	5.88		55	68	
5	2.70	15.56		75.68	73.33		21.62	11.11		37	45	
All Grades	7.87	15.56		56.46	67.11		35.67	17.33		356	225	

Conclusions based on this data:

Compared to the 21-22 ELAC date, the 22-23 ELPAC data shows a growth of 5.5 % in level 4 in overall scores, a large decrease in oral language proficiency with 22.4% of students scoring in level 1 , and a slight increase of 3.5% in level 4 in written language.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
508	**97.4**	**86.4**	**0.2**
Total Number of Students enrolled in Ramona Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	439	86.4
Foster Youth	1	0.2
Homeless	86	16.9
Socioeconomically Disadvantaged	495	97.4
Students with Disabilities	56	11.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic	507	99.8
Two or More Races		
Pacific Islander		
White	1	0.2

Conclusions based on this data:

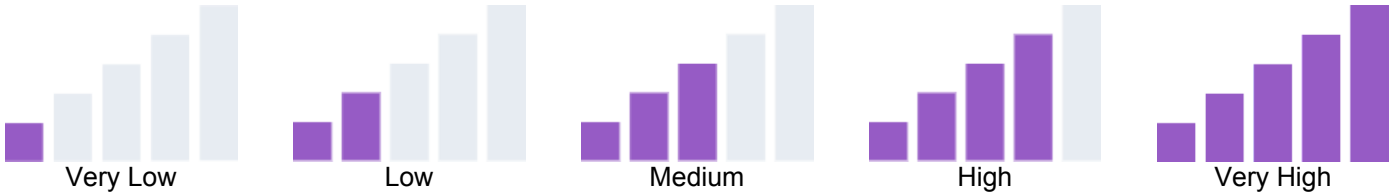
Based on the provided data on the student population at Ramona Elementary for the 2021-2022 School year, the following conclusions can be drawn:
1. Socioeconomically Disadvantaged and English Learners: The data highlights that a significant percentage of students at Ramona Elementary School come from socioeconomically disadvantaged backgrounds, with 97.4% qualifying for free or reduced-priced meals or having parents/guardians without a high school diploma. Additionally, 86.4% of students are English Learners, indicating that they require instruction in both the English language and their academic courses to communicate in English effectively.
2. Foster Youth and Homeless Students: The enrollment data shows that the percentage of foster youth is very low, with only 0.2% of students falling under this category. However, the number of homeless students is relatively higher, accounting for 16.9% of the student population. This indicates a need for providing support and resources to address the unique challenges faced by these students.
3. Racial/Ethnic Composition: Most of the student population at Ramona Elementary School consists of Hispanic/Latino students, representing 99.8% of the total enrollment. The data also shows a very small percentage of White students, accounting for 0.2%. Racial/ethnic groups such as African American, American Indian, Asian, Filipino, Two or More Races, and Pacific Islanders are not represented in significant numbers.
4. Goals for Equity and Rigorous Instruction: Given the demographic composition of the student population, the data suggests that Ramona Elementary School is focused on providing rigorous instruction and opportunities for acceleration, intervention, and enrichment to ensure that all students, regardless of their demographic backgrounds, receive a quality education. The school acknowledges the significance of serving socially disadvantaged English Learners and Latinx students, with a particular emphasis on supporting the growing populations of homeless and foster youth.
In summary, Ramona Elementary School has a population of primarily socioeconomically disadvantaged English Learners and Hispanic/Latino students. The school is dedicated to promoting equity and providing rigorous instruction to meet the needs of its diverse student body, including students from underrepresented backgrounds.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Based on the data provided in the 2022 Fall Dashboard Overall Performance for All Students at Ramona Elementary School, the following conclusions can be drawn:
1. Academic Performance: The data shows that Ramona Elementary School's academic performance in English Language Arts and Mathematics is categorized as "Low" on the Dashboard. While academic performance may have increased over the past few years, significant improvement is still needed to address achievement overall.

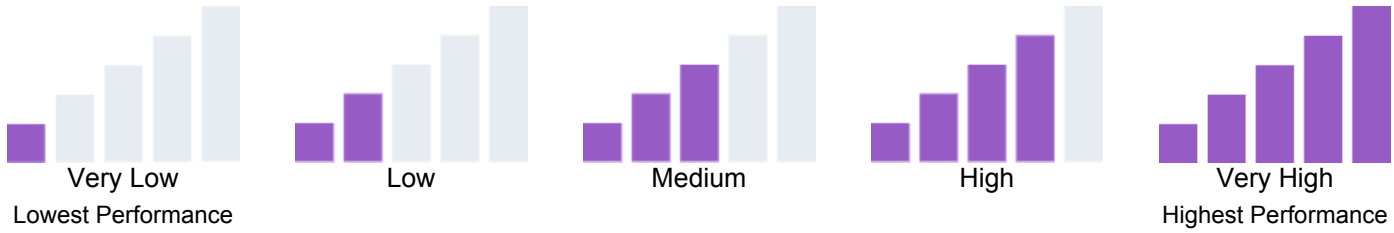
2. English Learner Progress: The data indicates that the English Learner progress at Ramona Elementary School is also categorized as "Low" on the Dashboard. This suggests that there is room for improvement in supporting English Learners in their language development and academic progress. Additional resources and strategies are needed to enhance the progress of English Learners.
3. Academic Engagement: The data does not provide information on the graduation rate for Ramona Elementary School. However, chronic absenteeism at the school is categorized as "Very High" on the Dashboard. This indicates that many students with frequent absences, which can negatively impact their academic engagement and progress. Efforts have been made to address the issue of chronic absenteeism and promote regular attendance.
4. Conditions & Climate: The suspension rate at Ramona Elementary School is categorized as "Very Low" on the Dashboard. This indicates a positive aspect of the school's conditions and climate, suggesting a low incidence of disciplinary issues and suspensions. The school has been successful in maintaining a positive and safe learning environment.
In summary, while Ramona Elementary School may have experienced some increases in academic performance in language arts and mathematics, the overall achievement level is still categorized as "Low" on the Dashboard. There is a need for continued efforts to improve academic performance, particularly for English Learners. Addressing chronic absenteeism and maintaining a positive school climate support student engagement and success.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

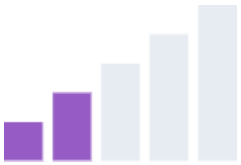
Very Low	Low	Medium	High	Very High
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
67.7 points below standard	69.8 points below standard	
230 Students	215 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
108.2 points below standard	68.4 points below standard	120.4 points below standard
45 Students	228 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 67.6 points below standard 229 Students			No Performance Level 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.2 points below standard	16.7 points below standard	43.2 points below standard
177 Students	38 Students	13 Students

Conclusions based on this data:

Based on the data provided in the 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group at Ramona Elementary School, the following conclusions can be drawn:
1. All Students: All students' English Language Arts performance is categorized as "Low" on the Dashboard. The average performance of all students is 67.7 points below the standard. There are 230 students in this category. This suggests that there is a need for improvement in English Language Arts skills for all students at Ramona Elementary School.
2. English Learners: The English Language Arts performance for English Learners is also categorized as "Low" on the Dashboard. The average performance of English Learners is 69.8 points below the standard. There are 215 English Learners at the school. This indicates that additional support and resources are required to help English Learners improve their English language and literacy skills.
3. Foster Youth: The data does not provide information on the English Language Arts performance of Foster Youth at Ramona Elementary School.
4. Homeless: The English Language Arts performance for Homeless students is categorized as "Very Low" on the Dashboard. We are in ATSI status because of the performance of our homeless student population. The average performance of Homeless students is 108.2 points below the standard. There are 45 Homeless students at the school. Efforts should be made to provide targeted support and resources to address the educational needs of Homeless students in English Language Arts ATSI.
5. Socioeconomically Disadvantaged: The English Language Arts performance for Socioeconomically Disadvantaged students is categorized as "Low" on the Dashboard. The average performance of Socioeconomically Disadvantaged students is 68.4 points below the standard. There are 228 Socioeconomically Disadvantaged students at the school. It is important to provide equitable educational opportunities and interventions to support the academic progress of these students in English Language Arts.
6. Students with Disabilities: The English Language Arts performance for Students with Disabilities is categorized as "Very Low" on the Dashboard. We are in ATSI status because of the performance of our students with disabilities sub group. The average performance of Students with Disabilities is 120.4 points below the standard. There are 32 Students with Disabilities at the school. Additional support and accommodations should be provided to meet the unique learning needs of these students in English Language Arts.
Regarding the English Language Arts performance by race/ethnicity, the data shows that the performance levels for specific racial/ethnic groups are not provided or are labeled as "No Performance Level" for most categories. However,

the data indicate that Hispanic students' English Language Arts performance is categorized as "Low," with an average performance of 67.6 points below the standard. There are 229 Hispanic students at the school.
In terms of English Language Arts data comparisons for different student groups, the data shows that Current English Learners have an average performance of 81.2 points below the standard, Reclassified English Learners have an average performance of 16.7 points below the standard, and English Only students have an average performance of 43.2 points below the standard. Reclassified students outperformed English, only students by an average of 26.5 points. However, looking at the data more deeply, some students might be erroneously labeled.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

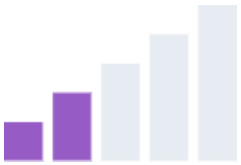
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
83.8 points below standard	83.6 points below standard	
230 Students	215 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
108.7 points below standard	84.0 points below standard	134.6 points below standard
45 Students	228 Students	32 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 83.7 points below standard 229 Students			No Performance Level 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.1 points below standard 177 Students	58.0 points below standard 38 Students	93.6 points below standard 13 Students

Conclusions based on this data:

Based on the data provided in the 2022 Fall Dashboard Mathematics Performance for All Students/Student Group at Ramona Elementary School, the following conclusions can be drawn:
1. All Students: The Mathematics performance for all students is categorized as "Low" on the Dashboard. The average performance of all students is 83.8 points below the standard. There are 230 students in this category. This indicates that there is a need for improvement in Mathematics skills for all students at Ramona Elementary School.
2. English Learners: The Mathematics performance for English Learners is also categorized as "Low" on the Dashboard. The average performance of English Learners is 83.6 points below the standard. There are 215 English Learners at the school. This suggests that additional support and resources are required to help English Learners improve their mathematical understanding and skills.
3. Foster Youth: The data does not provide information on the mathematics performance of Foster Youth at Ramona Elementary School.
4. Homeless: The Mathematics performance for Homeless students is categorized as "Very Low" on the Dashboard. The average performance of Homeless students is 108.7 points below the standard. There are 45 Homeless students at the school. Goals will be made, and the group will be targeted to improve performance and provide targeted support and resources to address the educational needs of Homeless students in Mathematics.
5. Socioeconomically Disadvantaged: The Mathematics performance for Socioeconomically Disadvantaged students is categorized as "Low" on the Dashboard. The average performance of Socioeconomically Disadvantaged students is 84.0 points below the standard. There are 228 Socioeconomically Disadvantaged students at the school. It is essential to provide equitable educational opportunities and interventions to support the academic progress of these students in Mathematics.
6. Students with Disabilities: The Mathematics performance for Students with Disabilities is categorized as "Very Low" on the Dashboard. The average performance of Students with Disabilities is 134.6 points below the standard. There are 32 Students with Disabilities at the school. Additional support and accommodations will be provided to meet the unique learning needs of these students in Mathematics.

Regarding the Mathematics performance by race/ethnicity, the data shows that the performance levels for specific racial/ethnic groups are not provided or are labeled as "No Performance Level" for most categories. However, the data indicate that Hispanic students' Mathematics performance is categorized as "Low," with an average performance of 83.7 points below the standard. There are 229 Hispanic students at the school.

In terms of Mathematics data comparisons for different student groups, the data shows that Current English Learners have an average performance of 89.1 points below the standard, Reclassified English Learners have an average performance of 58.0 points below the standard, and English Only students have an average performance of 93.6 points below the standard. These comparisons highlight the variations in Mathematics performance among different student groups at Ramona Elementary School.
Overall, the data suggests room for improvement in English Language Arts and Mathematics performance for all student groups at Ramona Elementary School. Goals will be made, and the group will target them to improve performance to provide targeted support, interventions, and resources to address the academic needs of students and work towards achieving the standards in these subjects.
We are in ATSI status because of the performance of our homeless student population is very low.

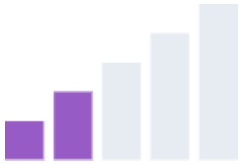
School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low
57 making progress towards English language proficiency
Number of EL Students: 186 Students
Performance Level: 2

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.

2022 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
11.3%	31.7%	0.0%	57.0%

Conclusions based on this data:

Based on the 2022 Fall Dashboard English Learner Progress Indicator data for Ramona Elementary School, the following conclusions can be drawn:

1. English Learner Progress: The English Learner Progress indicator is categorized as "Low" on the Dashboard. This indicates that there is room for improvement in the progress of English Learners towards English language proficiency. The data shows that 57% of the English Learners at the school have made progress of at least one ELPI (English Language Proficiency Indicator) level.
2. English Language Acquisition Results: The data shows the breakdown of English Learners' progress in different categories. Among the current English Learners at Ramona Elementary School:
   - 11.3% have decreased at least one ELPI level, indicating a decline in their English language proficiency.
   - 31.7% have maintained their ELPI levels at 1, 2L, 2H, 3L, or 3H, suggesting a consistent English language proficiency level.
   - 0.0% have maintained ELPI Level 4, which indicates the highest English language proficiency level.
   - 57.0% have progressed at least one ELPI level, improving their English language skills.

Based on this data, it can be concluded that more than half of the English Learners at Ramona Elementary School have shown progress in their English language acquisition. However, there is a need to focus on supporting those who have

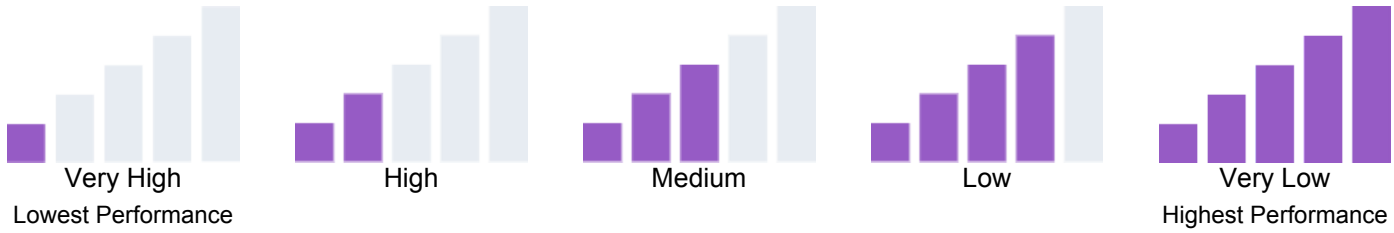
experienced a decrease in their ELPI levels and further promote growth and proficiency for all English Learners. Continued efforts should be made to provide effective English language instruction and support programs to help English Learners improve their language skills and achieve English language proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

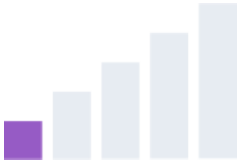


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
30.3% Chronically Absent	28.1% Chronically Absent	Less than 11 Students
524 Students	455 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
33.3% Chronically Absent	30% Chronically Absent	43.1% Chronically Absent
99 Students	517 Students	72 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 30.4% Chronically Absent 523 Students			No Performance Level Less than 11 Students 1 Student

Conclusions based on this data:

Based on the 2022 Fall Dashboard Chronic Absenteeism data for Ramona Elementary School, the following conclusions can be drawn:

1. Overall Chronic Absenteeism: The Chronic Absenteeism indicator for all students is categorized as "Very High" on the Dashboard. This indicates that a significant percentage of students are chronically absent from school. In this case, 30.3% of all students at Ramona Elementary School are identified as chronically absent, meaning they have missed many school days.
2. Chronic Absenteeism by Student Group:
   - English Learners: The chronic absenteeism rate for English Learners is also classified as "Very High" at 28.1%, indicating a significant number of chronically absent English Learners.
   - Foster Youth: The chronic absenteeism rate for Foster Youth is listed as "No Performance Level" due to having less than 11 students. Specific data for this student group is not available.
   - Homeless: The chronic absenteeism rate for homeless students is categorized as "Very High" at 33.3%, indicating a significant level of chronic absenteeism among this student group.
   - Socioeconomically Disadvantaged: The chronic absenteeism rate for socioeconomically disadvantaged students is also classified as "Very High" at 30%, indicating a significant level of chronic absenteeism among this student group.
   - Students with Disabilities: The chronic absenteeism rate for students with disabilities is "Very High" at 43.1%, indicating a significant level of chronic absenteeism among this student group.
3. Chronic Absenteeism by Race/Ethnicity: The data provides chronic absenteeism rates for different racial/ethnic groups. Among the available data:
   - Hispanic students have a chronic absenteeism rate of 30.4%, classified as "Very High."
   - The chronic absenteeism rates for other racial/ethnic groups are not provided in the data, as 99.83 of its population is of Hispanic descent.

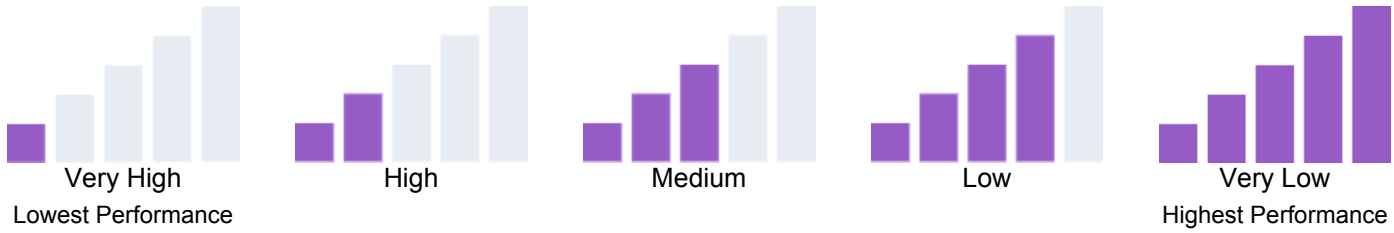
Based on this data, it can be concluded that chronic absenteeism is a significant issue at Ramona Elementary School, affecting various student groups, including English Learners, homeless students, socioeconomically disadvantaged students, and students with disabilities. Attendance will be targeted, and incentives be provided to address the underlying causes of chronic absenteeism, such as improving engagement, providing necessary support and resources, and implementing strategies to ensure regular student attendance. We are in ATSI status because of the performance of all our student population.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.2% suspended at least one day	0.2% suspended at least one day	Less than 11 Students
534 Students	462 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
0% suspended at least one day	0.2% suspended at least one day	0% suspended at least one day
102 Students	527 Students	74 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 0.2% suspended at least one day 533 Students			No Performance Level Less than 11 Students 1 Student

Conclusions based on this data:

Based on the 2022 Fall Dashboard Suspension Rate data for Ramona Elementary School, the following conclusions can be drawn:

1. Overall Suspension Rate: The Suspension Rate indicator for all students is categorized as "Very Low" on the Dashboard. This indicates a very low percentage of students being suspended for at least one day. In this case, 0.2% of all students at Ramona Elementary School have been suspended.
2. Suspension Rate by Student Group:
   - English Learners: The suspension rate for English Learners is also classified as "Very Low" at 0.2%, indicating a very low percentage of English Learners being suspended.
   - Foster Youth: The suspension rate for Foster Youth is listed as "No Performance Level" due to having less than 11 students. Specific data for this student group is not available.
   - Homeless: The suspension rate for homeless students is "Very Low" at 0%, indicating that no homeless students have been suspended.
   - Socioeconomically Disadvantaged: The suspension rate for socioeconomically disadvantaged students is also classified as "Very Low" at 0.2%, indicating a very low percentage of suspensions among this student group.
   - Students with Disabilities: The suspension rate for students with disabilities is "Very Low" at 0%, indicating that no students with disabilities have been suspended.
3. Suspension Rate by Race/Ethnicity: The data provide suspension rates for different racial/ethnic groups. Among the available data:
   - Hispanic students have a suspension rate of 0.2%, classified as "Very Low."
   - The suspension rates for other racial/ethnic groups are not provided in the data as their numbers are not significant enough (one student)

Based on this data, it can be concluded that the overall suspension rate at Ramona Elementary School is very low, indicating a positive disciplinary environment. Most student groups, including English Learners, homeless students, socioeconomically disadvantaged students, and students with disabilities, have very low suspension rates. Efforts should continue to promote positive behavior and maintain a safe and inclusive school climate for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

All Students will reach high 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	19% Met/Exceeded 29% Nearly Met 74% Not Met Preliminary Data	Students will demonstrate growth by moving one or two levels across the different bands in the CAASPP, and 10% of the student will move from approaching to meeting or exceeding. 2024 Expected Outcomes: 29 % Met/Exceeded 17 % Nearly Met 54 % Not Met
CAASPP Math Data	15 % Met/Exceeded 35 % Nearly Met 72 % Not Met Preliminary Data	Students will demonstrate growth by moving one or two levels across the different bands in the CAASPP, and 10% of the student will move from approaching to meeting or exceeding. 2024 Outcomes: 25% Met/Exceeded 23% Nearly Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		52% Not Met
Star Early Literacy & Reading	The Percentage of students at or above the district benchmark: Early Literacy: TK - English - 73% K - En - 69% K - Sp - 97% 1st grade En - 38% 1st grade Sp - 37% Reading: 1st grade En - 48% 1st grade Sp - 70% 2nd grade En - 21% 2nd grade Sp - 51% 3rd grade En - 16% 3rd grade Sp - 51% 4th grade En - 16% 4th grade Sp - 33% 5th grade En - 26%	Students will demonstrate growth by increasing the number of students who meet or exceed Star360. Early Literacy: TK- En - 83% K - En - 79% K - Sp - 95% 1st grade En - 48% 1st grade Sp - 80% Reading: 1st grade En - 58% 1st grade Sp - 80% 2nd grade En - 31% 2nd grade Sp - 61% 3rd grade En - 26% 3rd grade Sp - 61% 4th grade En - 26% 4th grade Sp - 43% 5th grade En - 36%
Star Math	At or above the District benchmark: 1st grade: 47% 2nd grade: 23% 3rd grade; 35% 4th grade; 29% 5th grade: 37%	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: 57% 2nd grade: 33% 3rd grade: 45% 4th grade; 39% 5th grade: 47%
ELPAC	Level 4 22% Level 3 45% Level 2 23%	Students will demonstrate growth by moving one or two levels across the different

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 1 10%	bands in the ELPAC, and 10% of students will move from approaching to meeting or exceeding. Level 4 35% Level 3 45% Level 2 15% Level 1 5%
ST-Math	Syllabus Progress during the 2022-2023 School year School Average 84%	Syllabus Progress during the 2022-2023 School year School Average 95%
Lexia CORE 5 Language Arts	Lexia CORE5 results for the Fall 2023 School year: EOY 2023: Above GLM 25% In GLM 38% Below GLM 37%	EOY 2024: Above GLM 35% In GLM 40% Below GLM 25%
Accelerated Reader	2022-2023 Average number of students who met their comprehension and point goal for all three trimesters. 1st grade: 9 2nd grade: 17 3rd grade 16 4th grade: 34 5th grade: 54	Increase the number of students meeting their Accelerated Reader Goal by 10%. 1st grade: 19 2nd grade: 27 3rd grade: 26 4th grade: 44 5th grade: 64
Writing	Will create Base Line during the 2023-2024 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 district-adopted curriculum for reading, math, ELD, and PE that aligns with the Common Core State Standards (CCSS) and Dual Language Immersion (DLI) initiatives.

The District has allocated two staff SIP (School Improvement Plan) days to support our teachers in delivering effective instruction. Teachers will participate in professional development to support effective instruction.

Facilitation of Professional Learning Communities (PLCs).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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
1500	LCFF 4000-4999: Books And Supplies Provide refreshments for all day Professional Development days.
17374	LCFF 4000-4999: Books And Supplies Materials and Supplies for the year.

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

Administer the Star Reading, Math, and Early Literacy assessments to all Kindergarten to 5th-grade students. These assessments will be conducted at least four times per year, allowing us to monitor students' progress and identify areas for growth. For students in the Dual Immersion Language (DLI) program, we will administer the STAR 360 Spanish Literacy or STAR 360 Reading assessment to assess their reading proficiency in both languages.

In addition to the STAR assessments, students in grades third through fifth will participate in the California Assessment of Student Performance and Progress (CAASPP) tests in English Language Arts and Math. This comprehensive assessment provides valuable insights into students' mastery of the state standards and helps inform instructional practices.

Furthermore, 5th-grade students will take the California Science Test (CAST), which assesses their understanding of key scientific concepts and skills. This assessment supports our commitment to providing a well-rounded education that includes robust science instruction.

To assess the English language proficiency of our English Language Learners (ELLs), we will administer the English Language Proficiency Assessments for California (ELPAC). This assessment evaluates students' listening, speaking, reading, and writing skills in English, providing essential information for language development and support.

Data from these assessments will be analyzed throughout the year during Professional Learning Communities (PLCs). During PLC meetings, teachers will collaboratively review student performance, set goals, and design targeted instructional strategies to address students' individual needs. These PLCs will occur regularly, with outcomes and progress reviewed every three weeks, ensuring timely and focused interventions.

By implementing a robust assessment plan and leveraging PLCs to analyze data and drive instruction, we aim to monitor student growth continuously, set ambitious goals, and provide targeted support. This data-driven approach will empower us to meet the diverse learning needs of our students, track their progress, and foster 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)
3000	Title I 4000-4999: Books And Supplies Materials and Supplies (Headphones/privacy dividers)
1500	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay (support during CAASPP/ELPAC testing proctors)
200	LCFF 4000-4999: Books And Supplies snacks for students during testing

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

PLCs

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

Amount(s)	Source(s)
8000	LCFF 1000-1999: Certificated Personnel Salaries Grade Level DLI Collaboration and planning at the beginning of the year or each trimester, DLI unit of study
8000	Title I 1000-1999: Certificated Personnel Salaries Grade Level DLI Collaboration and planning at the beginning of the year or each trimester, DLI unit of study

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.

Student Leadership

Strategy/Activity

At Ramona School, we believe in empowering students to become leaders and active participants in their education and school community. We have established a student leadership club that will operate throughout the year to cultivate student leadership skills. This club will provide students with opportunities to develop and enhance their leadership abilities, collaborate with their peers, and make a positive impact within the school.

In addition to the ongoing activities of the student leadership club, we are excited to announce a special event that will take place during spring break. We will organize a two-day student leadership retreat, which will bring together students from the club and other interested students who want to explore and develop their leadership potential.

During this retreat, students will engage in various activities and workshops designed to further their skills as leaders. They will have the opportunity to participate in team-building exercises, interactive discussions, and hands-on projects that focus on leadership development, communication skills, problem-solving, decision-making, and other key aspects of effective leadership. Through these experiences, students will gain valuable insights, perspectives, and strategies that they can apply not only in their roles within the school but also in their future endeavors.

The student leadership retreat will provide a supportive and inclusive environment where students can learn from one another, exchange ideas, and build lasting connections. It will be a time for students to step out of their comfort zones, embrace challenges, and discover their potential as leaders. We aim to create a dynamic and collaborative space that encourages growth, innovation, and positive change by bringing together students passionate about leadership.

We believe that investing in student leadership is crucial for fostering a vibrant and inclusive school culture. Through the student leadership club and the spring break retreat, we aim to empower students to take ownership of their education, contribute to the school community, and become agents of positive change. By providing these opportunities for growth and development, we are equipping our students with the skills and confidence they need to thrive in school and future endeavors as leaders in their communities.

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

Amount(s)	Source(s)
	ELOP 1000-1999: Certificated Personnel Salaries Counselor and principal student leadership leader
	ELOP 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.

All Students

Strategy/Activity

Dual Immersion, Math, Science, and Technology coaches will play a vital role in supporting and assisting classroom teachers in various areas. They will provide support in planning, instruction, unit development, and implementation, specifically in Math and ELA curricula. These coaches will also offer professional development opportunities for teachers to enhance their teaching practices. Additionally, they will assist in integrating technological tools and software to support students and teachers in their educational journey. These coaches will be valuable resources for teachers, helping them deliver high-quality instruction and utilize technology effectively in the classroom.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified salary: IT Tech
	District Funded

	1000-1999: Certificated Personnel Salaries 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 in the Dual Immersions Program

Strategy/Activity

In alignment with the district's Master Plan, the school will implement Dual Immersion Education. To support this program, the school will provide ongoing Dual Language Professional Development to enhance language development and enrichment for students throughout the year. Teachers will also attend professional development sessions and conferences offered by organizations such as CABE (California Association for Bilingual Education) and VCOE (Ventura County Office of Education). An additional half-hour of Para support will be allocated to reinforce literacy skills in the Dual Language Immersion Kindergarten and first-grade classrooms. To foster a rich and diverse learning environment, the school will expand bilingual classroom libraries with culturally sensitive books that offer a wide range of stories. These initiatives aim to create a robust Dual Immersion program and promote academic success 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 DLI Professional Development
3500	Title I 1000-1999: Certificated Personnel Salaries DLI Professional Development
6000	LCFF 4000-4999: Books And Supplies Books and other materials fort DLI Implementation
22,546	LCFF - Intervention 2000-2999: Classified Personnel Salaries Paraprofessional Support DLI and parent contact
6000	LCFF 4000-4999: Books And Supplies Purchase Color printer and ink in order to support DLI Implementation

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 implement the District Master Plan for English Language Learners. Grade levels will differentiate instruction based on students' English proficiency levels in integrated and designated English Language Development (ELD) settings. Teachers will collaborate with the English Department to provide support for English Language Development instruction in all content areas. They will also engage in conversations with students to establish personalized goals for language development. Additionally, a Reclassification Assembly will be organized to acknowledge and celebrate the language achievements of individual students. These efforts aim to ensure that English Language Learners receive targeted instruction and support to enhance their language skills and 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 1000-1999: Certificated Personnel Salaries EL TOSA
	District Funded 4000-4999: Books And Supplies Reclassification Medals
200	LCFF 4000-4999: Books And Supplies Reclassification Recognition Refreshments

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 focus on creating and implementing CCSS units to address grade-level STREAM strands.
Students can access a "Makerspace," where they can explore, make, learn, share, and collaborate regarding the school STREAM strands.
During STREAM nights, OSD Creates, 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
2066	LCFF - Intervention 1000-1999: Certificated Personnel Salaries STREAM project support, before and afterschool

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Canvas, District 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)
1000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated
	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA

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

Throughout the school year, students will have the opportunity to participate in field trips that align with their grade level Dual Language Immersion (DLI) units and the STREAM strands (Science, Technology, Reading, Engineering, Arts, and Mathematics). These field trips will include visits to various educational sites such as the Science Center, Agricultural Museum, Pumpkin Patch, Santa Barbara Zoo, and local universities. Additionally, virtual field trips will be organized to provide students with interactive learning experiences. These field trips directly support the development of the student profile, allowing students to engage in hands-on, experiential learning that enhances their understanding of the curriculum and fosters their personal growth and exploration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Admission fees Transportation
5000	Title I 5000-5999: Services And Other Operating Expenditures 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 Students

Strategy/Activity

The school will offer Gifted and Talented Education (GATE) enrichment opportunities for third through fifth-grade students. These programs will provide advanced and specialized learning experiences to meet the unique needs of gifted students and promote their intellectual and creative growth.

In addition, teachers will have opportunities to enhance their professional capacity by attending conferences organized by the California Association for the Gifted (CAG) and participating in other Professional Learning Development sessions. These events will focus on strategies for student engagement and the integration of differentiated instruction to meet the diverse learning needs of all students, including those identified as gifted. By equipping teachers with effective instructional approaches, we aim to foster a stimulating and inclusive learning environment that supports our students' academic and social-emotional 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)
2000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

To foster a love for learning and promote literacy, we will actively engage students in an exciting individualized goal-setting competition. Through the use of Accelerated Reading (AR), EPIC, and MyOn programs, students will have the opportunity to set personalized reading goals and track their progress.

By participating in this competition, students will not only develop their reading skills but also cultivate a genuine passion for books and learning. Their achievements will be celebrated at various levels, including individual, grade-level, and school-wide recognition, motivating them to excel and reach new heights in their reading journey.

Through the combined efforts of teachers, parents, and the school community, we aim to create a culture of literacy that inspires and empowers students to explore the world of books, expand their knowledge, and become lifelong 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)
6000	LCFF 4000-4999: Books And Supplies Academic Incentives for AR
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (star/AR/myON)

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 Library Media Technician plays a vital role in fostering students' biliteracy by cultivating a supportive environment that embraces and nurtures learning in both languages. With a wide range of rich and diverse stories, the library becomes a hub for cultural sensitivity and inclusivity.

To further enhance students' literacy skills and promote a love for reading, the Library Media Technician organizes engaging book clubs before and after school. These book clubs provide a platform for students to come together, discuss literature, and deepen their understanding of different cultures and perspectives.

By curating a collection of books that celebrate diversity and reflect the experiences of students from various backgrounds, the Library Media Technician ensures that students have access to meaningful and relevant reading materials. Through their guidance and support, students are encouraged to explore different languages, develop a strong sense of identity, and become lifelong readers.

The Library Media Technician's commitment to promoting biliteracy and creating an inclusive environment contributes to a vibrant and dynamic school community, where students can embrace their unique backgrounds and thrive academically and personally.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 assigned Media Tech and District IT department will maintain equipment and software to support student learning through technology.
Site Tech will support 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)
	District Funded 2000-2999: Classified Personnel Salaries Site assigned Tech
1000	Title I 2000-2999: Classified Personnel Salaries Tech support for after hour family events

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.

McKinney Vento and SpEd Students

Strategy/Activity

Students who qualify for McKinney Vento, newcomers, and students with special education needs in the After School Program, Math Lab, and other before and after-school activities will be prioritized. These students may face unique challenges and require additional support to succeed academically and socially.

By prioritizing their inclusion in these programs, we ensure that they have access to targeted resources, specialized instruction, and a supportive learning environment. We recognize the importance of addressing their specific needs and providing opportunities for them to engage in enriching activities that enhance their educational experience.

Through collaboration with educators, counselors, and program coordinators, we identify and prioritize the participation of these students in the various before and after-school programs. By doing so, we strive to create an inclusive and equitable environment where all students can thrive and achieve their full potential.

Our commitment to prioritizing the participation of McKinney Vento, newcomers, and SpEd students reflects our dedication to providing comprehensive support and fostering their academic and personal growth. By ensuring their access to these programs, we aim to empower them with the tools and opportunities they need to succeed both inside and 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)
	ELOP 2000-2999: Classified Personnel Salaries ASP and ELOP funded positions

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

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 a 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 perseverance and crucial when facing difficult situations requiring persistence.

Lexia English: supports Emergent Bilingual students' English language acquisition through academic conversations. The program integrates speaking, listening, and grammar in math, science, social studies, general knowledge, and biographies.
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 5800: Professional/Consulting Services And Operating Expenditures LEXIA CORE5 and ST-Math
3000	Title III 5800: Professional/Consulting Services And Operating Expenditures Lexia English
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures Brain POP, Brain Pop Jr, BrainPOP Español

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 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 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

Strategy/Activity: The literacy teacher and instructional support teacher (ISP) will collaborate to provide targeted Tier II interventions, enrichment, and acceleration services for students in kindergarten to fifth grade throughout the day. This collaborative approach ensures that students receive personalized support based on their specific needs and helps to promote their academic growth and achievement.

1. Targeted Intervention: The literacy teacher and ISP will identify students who require additional support in literacy skills. They will implement evidence-based intervention strategies and instructional materials to address specific areas of need, such as reading fluency, comprehension, and writing skills.

2. Enrichment and Acceleration: In addition to intervention, the literacy teacher and ISP will also provide enrichment and acceleration opportunities for students who have demonstrated mastery of grade-level content. These activities may include challenging reading materials, advanced writing projects, and extension activities that deepen their understanding of the curriculum.

3. Small-Group Instruction: The literacy teacher and ISP will work with students in small groups to provide focused instruction and individualized support. This allows for more targeted and tailored instruction that addresses each student's unique strengths and areas for improvement.

4. Collaborative Planning: The literacy teacher and ISP will engage in regular collaborative planning sessions to align their instruction, share effective teaching practices, and monitor student progress. This collaborative approach ensures a cohesive and coordinated approach to supporting students' literacy development.

5. Progress Monitoring: Ongoing assessment and progress monitoring will be conducted by the literacy teacher and ISP to track students' growth and adjust instruction as needed. This data-driven approach allows for timely interventions and adjustments to ensure students are making progress towards their individual goals.

By implementing this strategy, the literacy teacher and ISP aim to provide targeted services that meet the specific needs of students in kindergarten to fifth grade. Through Tier II interventions, enrichment, and acceleration, students receive the necessary support to improve their literacy skills and reach their full potential.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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: Literacy Teacher
24880	Title III 1000-1999: Certificated Personnel Salaries Certificated Salary: Instructional Support Teacher

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students,

Strategy/Activity

Students will have opportunities to access enrichment before and afterschool through the Homework 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)
	ELOP 2000-2999: Classified Personnel Salaries Certificated extra pay
	ELOP 1000-1999: Certificated Personnel Salaries Classified extra pay

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 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 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

Staff will monitor at-risk students through the Multi-Tiered Systems of Supports (MTSS) process; School will hold Student Success Teams (SST) and Student monitoring 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)
5255	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes

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

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 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)

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 with emphasis on English Learners

Strategy/Activity

To address the needs of at-risk Long-Term English Learner (LTEL) students, Ramona Elementary School is implementing targeted strategies. These strategies include analyzing individual student data to identify areas of need and develop personalized interventions. By using data-driven approaches, the school aims to provide specific support to LTEL students, addressing their challenges and helping them succeed.

Another important aspect of supporting LTEL students is providing effective instruction for developing bilingualism. Ramona Elementary School prioritizes professional development for teachers in this area. Teachers have opportunities to attend workshops, training sessions, and conferences to enhance their skills and knowledge in instructing and supporting bilingual students. This focus on professional development ensures that teachers have the necessary tools and strategies to meet the unique language learning needs of their students.

Through the combination of data analysis and targeted professional development, Ramona Elementary School aims to improve outcomes for at-risk LTEL students. The goal is to provide them with the necessary support and instruction to accelerate their language acquisition, academic progress, and overall success.

Additionally, identified LTEL students will be given priority for after-school direct support, further enhancing their opportunities for growth and improvement. The school is committed to creating an inclusive and supportive learning environment where all students, including LTEL students, can thrive and reach their full potential.

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

Amount(s) Source(s)

	ELOP 1000-1999: Certificated Personnel Salaries Certificated extra pay/tutoring
	ELOP 4000-4999: Books And Supplies Materials and Supplies
3000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

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 Emphasis on Special Education

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)
7000	LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers

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 After School Program (ASP) at Ramona Elementary School will be available to students in grades Kindergarten through 5th, aiming to provide enrichment and academic support. Through collaborative and hands-on activities, the program aims to enhance students' learning experiences.

Priority for enrollment in the ASP will be given to students facing various hardships, including those identified as McKinley Vento (homeless), students with special needs (SpEd), foster youth, and students identified through the Student Study Team (SST) or counselor referrals. These prioritized

students will have the opportunity to participate in the ASP and benefit from the additional support and resources provided by the 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 After School Program

Strategy/Activity 27

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

An important role within the ASP program will be assigned to a Teacher Liaison. The Teacher Liaison will be a point of contact for communicating between the ASP coordinator and the school. Their primary responsibility will be supporting the school's needs by organizing the curriculum, modeling, and offering professional development opportunities for the after-school staff.

The Teacher Liaison will regularly meet with the ASES administrator and other school staff. These meetings will facilitate coordination between regular school days and the after-school program. During these sessions, they will assess program requirements, address challenges, highlight successes, and discuss upcoming events. The collaboration between the Teacher Liaison, ASP coordinator, and school staff will ensure a cohesive and effective after-school program that aligns with the school's objectives and supports the student's educational journey.

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

Amount(s)	Source(s)
	ASES Teacher ASP Liaison

Strategy/Activity 28

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

To ensure ongoing professional growth and to strengthen their capacity as educational a leader, the Site Administrator will actively seek out various professional development opportunities. In addition to the district-provided training sessions, the CALSA mentoring program, and the ACSA academies, the administrator will also engage with the Dual Language Immersion (DLI) program.

The DLI program offers specialized training and support for administrators who oversee bilingual and multilingual education initiatives. By participating in DLI-focused professional development, the Site Administrator gains valuable insights into best practices for fostering language acquisition, promoting cultural competency, and implementing effective instructional strategies within a dual-language context. This training equips the administrator with the knowledge and skills necessary to support teachers, students, and families within the DLI program, ensuring its successful implementation and positive impact on student outcomes.

Attending professional development sessions offered by the district provides the Site Administrator with comprehensive training on various educational topics, including curriculum development, data analysis, instructional leadership, and school improvement strategies. These sessions allow the administrator to stay current with educational trends and research-based practices, enabling them to make informed decisions and effectively support teachers and staff in their professional growth.

Engaging in the CALSA mentoring program allows the Site Administrator to benefit from the guidance and expertise of experienced mentors who have a deep understanding of the unique challenges faced by Latino administrators. The mentoring relationship provides valuable opportunities for reflection, guidance, and networking, enabling the administrator to enhance their leadership skills and cultural proficiency.

Participating in the ACSA academies further expands the Site Administrator's professional repertoire by offering specialized training in school finance, equity and diversity, legal and policy issues, and instructional leadership. These academies provide an in-depth exploration of critical topics and equip administrators with the tools and knowledge to navigate complex educational landscapes and effectively lead their school community.

By actively seeking professional development opportunities through the district, CALSA mentoring program, ACSA academies, and DLI program, the Site Administrator demonstrates their commitment to continuous learning and growth. These experiences enable the administrator to stay abreast of emerging educational practices, enhance their leadership capabilities, and ensure they are equipped to address the diverse needs of their school community. Ultimately, this commitment to ongoing professional development creates a supportive, inclusive, and high-achieving educational environment for all 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)
1000	LCFF - Intervention

	1000-1999: Certificated Personnel Salaries Administrative substitute (Teacher in Charge)
4000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ACSA and CALSA Membership and travel, lodging and conference

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The School Leadership Team plays a crucial role in guiding the development and improvement of the school. To ensure effective collaboration and comprehensive planning, the team will hold regular meetings at key points throughout the academic year.

At the beginning of the year, the School Leadership Team will convene to set the stage for a successful school year. During this initial meeting, team members will discuss the school's vision, mission, and goals, aligning them with the district's strategic objectives. They will review data from the previous year, such as student achievement outcomes, attendance rates, and disciplinary incidents, to identify areas of strength and areas for improvement. By analyzing this data, the team will gain valuable insights into the school's current standing and identify priority areas for focused attention.

Monthly meetings will serve as opportunities for ongoing planning, monitoring, and collaboration. The School Leadership Team will engage in in-depth discussions on various topics relevant to school development and improvement. These discussions may include curriculum alignment, instructional strategies, professional development initiatives, community engagement efforts, and resource allocation. The team will analyze student performance data, assess the effectiveness of instructional practices, and identify interventions or adjustments that may be necessary to support student success. Additionally, the team will review progress towards achieving established goals and make data-informed decisions to ensure continuous improvement.

Towards the end of the year, the School Leadership Team will gather for a comprehensive evaluation and reflection. This meeting will provide a platform for reviewing the school's progress throughout the year, celebrating achievements, and identifying areas that require further attention. The team will analyze data, evaluate the effectiveness of implemented strategies, and reflect on the impact of their collective efforts. They will identify lessons learned, celebrate successful initiatives, and determine next steps for future school improvement cycles. This end-of-year meeting sets the stage for refining goals and action plans for the following academic year, building upon the knowledge and experiences gained.

Throughout these meetings, the School Leadership Team will engage in collaborative decision-making, leveraging the expertise and perspectives of diverse stakeholders. Team members may include the principal, assistant principals, department heads, instructional coaches, teachers, support staff, and parent or community representatives. By fostering a culture of shared leadership and collective responsibility, the School Leadership Team ensures that the entire school community is engaged in the continuous improvement process.

By regularly convening at the beginning, monthly, and end of the year, the School Leadership Team establishes a framework for collaborative planning, monitoring, and reflection. This proactive approach to school development and improvement allows the team to address challenges, capitalize on strengths, and create a dynamic and supportive learning environment for all students and staff. Through their collective efforts, the School Leadership Team contributes to the overall success and growth of the 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)
2000	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay
	Title I 2000-2999: Classified Personnel Salaries Classified Extra pay
300	Title I 0001-0999: Unrestricted: Locally Defined Meals for all day leadership retreat.

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, 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: 2022-23

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2023-2024 school year, Ramona School will continue prioritizing the Power of Collective Efficacy, fostering collaboration among all staff members, and promoting cross-grade level cooperation. We recognize the importance of the OSD student profile, actively involving students and instilling a sense of pride and accomplishment in their academic journey.

Our dedicated teachers will prioritize First Instruction, ensuring all students have the best opportunity to learn grade-level content skills aligned with the standards. We will provide designated time for Professional Learning Communities (PLCs) to support student success, supplementing our minimum day on Wednesdays. Additionally, we will hire Intervention Service providers to deliver targeted small-group instruction to assist students in their academic growth further.

Following each assessment, our Professional Learning Community will collaborate to analyze data from a range of formative assessments. These assessments include STAR360 Early Literacy, Reading, and Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, as well as curriculum-embedded and summative assessments such as CAASPP and ELPAC. Through this data analysis, teachers will identify key learning targets within the Common Core State Standards, enabling them to tailor and modify instruction based on the outcomes.

Simultaneously, students will be encouraged and supported in achieving their individualized and personalized goals. This includes meeting their targets in Accelerated Reader reading goals, utilizing Lexia Core5, and engaging with ST Math. Teachers will closely monitor student progress, providing ongoing support and valuable feedback while consistently reinforcing the OSD student profile.

Ramona School aims to create a dynamic and inclusive learning environment by implementing these strategies. We strive to foster a strong sense of collective efficacy among staff, empower students to take ownership of their learning and provide targeted support that meets the unique needs of each student. Together, we will continue to uphold the high standards of education and promote the growth and success of every member of the Ramona School community.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Regarding budget expenditures, the 2022-2023 academic year saw relatively consistent spending patterns without significant variations. However, the school faced notable challenges in certain areas that impacted operations and student attendance.

One prominent issue that emerged was the shortage of substitute teachers. The scarcity of available substitutes posed a significant challenge, leading to difficulties in ensuring adequate classroom coverage during teacher absences. Consequently, this shortage necessitated the cancellation of professional development (PD) sessions and meetings, as it was essential to prioritize maintaining regular classroom instruction.

Additionally, the ongoing impact of the Covid-19 pandemic continued to affect student attendance. Many students experienced multiple absences due to contracting Covid-19 or exhibiting symptoms related to the virus. This situation presented a significant concern, as it disrupted the continuity of their education and raised health and safety considerations for the entire school community.

Given the circumstances, the school had to adapt swiftly to address these challenges. Efforts were made to explore alternative solutions to the substitute shortage, such as redistributing staff members.

Despite the obstacles faced during the academic year, the school remained committed to providing high-quality education and supporting the well-being of its students. The collaboration between teachers, administrators, and families played a crucial role in navigating these challenges and ensuring students had access to meaningful learning experiences.

Moving forward, the school will continue closely monitoring the substitute shortage situation, seeking solutions to minimize disruptions to PD and meetings. Efforts will also be made to support students who have experienced Covid-related absences, ensuring they receive the academic and social-emotional assistance they need to thrive.

By remaining flexible, proactive, and responsive to evolving circumstances, the school community aims to overcome these challenges and provide a safe and enriching learning environment 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.

After a thorough analysis of the 2022-2023 Single Plan for Student Achievement (SPSA) and school achievement outcomes, it became evident that enhanced collaboration, grounded in purposeful and evidence-based practices, was necessary. In light of these findings, for the upcoming 2023-2024 school year, we have implemented several strategic measures to drive improvement.

One significant step taken is the augmentation of Star 360 formative assessments beyond the district requirements. By increasing the frequency of these assessments, we aim to gain more comprehensive insights into students' academic progress and identify areas that require targeted support. To ensure ongoing monitoring and intervention, student monitoring meetings will be scheduled promptly after each examination to track student achievement closely.

Furthermore, our commitment to fostering strong writing skills across all content areas remains steadfast. Academic writing will continue to be emphasized, providing students opportunities to

develop their communication abilities and enhance their understanding of subject matter across various disciplines. In the domain of Mathematics, we will specifically focus on integrating Mathematical Mindset strategies. By encouraging students' critical thinking and problem-solving skills, we aim to deepen their conceptual understanding and empower them to approach mathematical challenges confidently.

Throughout the year, our overarching goal is to improve data scores, and we recognize the crucial role of collaboration in achieving this objective. Professional Learning Communities (PLCs), dedicated Target time, and intentional "look-fors" will serve as instrumental platforms for educators to engage in collective inquiry and practice. By collaboratively analyzing data, sharing best practices, and refining instructional approaches, we aim to foster a culture of continuous improvement.

We are confident that these strategic initiatives will facilitate growth and lead to enhanced student achievement in the 2023-2024 academic year. By aligning our efforts through purposeful collaboration, utilizing formative assessments effectively, emphasizing writing skills, and integrating Mathematical Mindset strategies, we are poised to provide students with the support and resources they need to excel academically.

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 20%	Continue to decrease or maintain the chronic absenteeism to a rate prior COVID19-Pandemic in the range of 97%
Student Suspension rates	2022-2023 suspension rate 0.16	Maintain suspension rates at the 2022-2023 by continue to work with student and families and doing other means of correction.
Panorama Survey	Emotional Regulation 46% Spring 2023	Increase student emotional regulation above 51% as measured by the Student Well-being Panorama Survey Third Trimester Survey
Panorama Survey	Self-Management 59% Spring 2023	Increase Self Management regulation above 64% as measured by the Student Well-being Panorama Survey Third Trimester Survey
Panorama Survey	Growth Mind Set 58% Spring 2023	Increase school Growth Mind Set to or above 63% as measured by Student Well-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Being Survey Panorama Third Trimester Survey
Panorama Survey	Engagement 54% Spring 2023	Increase school Self Management to or above 59% as measured by the Student Well-Being Survey panorama Third Trimester 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

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
1000	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

Ensuring the safety of staff and students is a top priority at our Ramona school. To prepare for various emergency situations, regular safety drills will be conducted on a monthly basis. These drills will include fire drills, earthquake drills, lock-down drills, and school evacuation drills.

By practicing these drills regularly, staff and students will become familiar with the necessary protocols and procedures to follow in case of an emergency. This helps to create a safe and prepared learning environment for everyone in the school community.

The drills will be conducted in a structured and organized manner, allowing staff and students to practice their responses and become more confident in their ability to handle emergency situations. The schedule of drills will alternate each month, ensuring that all scenarios are covered throughout the school year.

Through these safety drills, we aim to promote a culture of preparedness, where everyone understands their role and responsibilities in maintaining a safe environment. By prioritizing safety and practicing emergency procedures, we can better protect the well-being of our 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)
	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

The role of Campus Supervisors at our school is to ensure the safety and well-being of students by actively monitoring their behavior and providing support before, during, and after school hours.

Campus Supervisors play a vital role in promoting positive behavior among students. They are present in various areas of the campus, such as classrooms, hallways, and playgrounds, to proactively address any potential issues and maintain a safe and respectful environment.

During arrival and dismissal times, Campus Supervisors assist with managing student movement, ensuring orderly transitions, and promoting respectful behavior. They also monitor common areas, such as the cafeteria or outdoor spaces, to promote positive interactions and address any conflicts or concerns that may arise.

In addition to monitoring behavior, Campus Supervisors provide support and guidance to students, reinforcing school rules and expectations. They may intervene in conflicts, provide reminders about appropriate behavior, and encourage positive interactions among students.

By actively engaging with students and promoting positive behavior, Campus Supervisors contribute to the overall positive school climate and help create a conducive learning environment. Their presence and support play a crucial role in fostering a safe, respectful, and inclusive 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)
7600	LCFF 2000-2999: Classified Personnel Salaries Campus Assistants to increase supervision and safety, added hours due to TK/K full day expansion
	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

Our school prioritizes student attendance and recognizes its importance in academic success. We have implemented a comprehensive system to monitor attendance, provide incentives for good attendance, and support students, parents, and staff in developing self-efficacy and resiliency.

Our attendance monitoring system enables us to track student attendance regularly. We identify students with excellent attendance and celebrate their commitment to being present and engaged in learning. Additionally, we provide incentives at the individual and class levels to motivate students to maintain good attendance habits.

To foster a culture of attendance, we aim to empower parents, staff, and students to develop self-efficacy and resiliency. We provide resources and support to parents to help them understand the importance of regular attendance and how they can support their child's attendance goals. Our staff members receive professional development to enhance their ability to engage students, create positive classroom environments, and address attendance-related issues effectively.

By promoting self-efficacy and resiliency, we believe students will develop the skills and mindset needed to overcome obstacles and maintain consistent attendance. Through collaboration and a supportive community, we strive to increase attendance rates and create an environment where all students can thrive academically and personally.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

Ramona School is committed to creating a positive and supportive environment for students by implementing various programs and strategies. Staff members are fully implementing the CHAMPS and PBIS programs across all grade levels to promote positive student behavior. These programs include incentives to reinforce and reward positive behavior by following the guidelines developed with the input of students, teachers, parents, and staff.

We also prioritize the professional development of our staff in areas that directly impact student well-being. Opportunities are provided for staff to develop their capacity in Trauma-Informed Care and foster self-efficacy, grit, mindfulness, and resiliency in students. These skills are crucial for emotional regulation, growth mindset, self-management, and social awareness.

Furthermore, our school embraces the Restorative Justice (RJ) approach to conflict resolution and behavior management. RJ emphasizes teaching students positive social-emotional skills to meet their needs effectively. By implementing RJ practices, we aim to create a safe and inclusive school culture where students learn to resolve conflicts constructively and respectfully.

Through the combined implementation of CHAMPS, PBIS, Trauma-Informed Care, and Restorative Justice, we foster positive behavior, empower students with essential life skills, and promote a nurturing and supportive learning environment. These initiatives contribute to the overall well-being and success of our 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 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

Ramona School is dedicated to creating a positive climate and culture that prioritizes student well-being and fosters strong relationships. To achieve this, we will implement various activities and initiatives focused on promoting emotional regulation, self-management, growth mindset, and engagement.

These efforts aim to give students the necessary skills and mindset for academic and personal success. Building positive connections among students, staff, and the broader school community is a key priority, and relationship-building activities will be emphasized.

To ensure our strategies align with student needs, we developed goals for the 2023-2024 school year based on insights from the panorama student survey. This survey supported us in tailoring our interventions and support services to address specific student needs and aspirations.

Furthermore, the school counselor will play a crucial role in supporting student behavior and social-emotional learning (SEL). The counselor will schedule classroom lessons on self-management, emotion regulation, growth mindset, and social awareness. Additionally, the counselor will provide individual or small group meetings with students, depending on their specific needs.

Through our commitment to creating a positive climate and culture, we strive to enhance student well-being, promote engagement, and cultivate an environment where all students can thrive academically and personally.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.
1000	LCFF 0001-0999: Unrestricted: Locally Defined Counselor Extra hours
	District Funded 1000-1999: Certificated Personnel Salaries Counselor

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

Positive Behavior Intervention Support (PBIS) is implemented in our school to cultivate a positive school climate and culture that fosters engaged learning and meaningful participation in a safe and respectful environment. To ensure the effectiveness of PBIS, a PBIS Site Committee will review the Panorama Survey responses from students, parents, and staff. Based on the survey results, the committee will develop an action plan to implement with students and staff.

In addition, the PBIS committee will regularly monitor student discipline data throughout the year. This monitoring process aims to identify students and families who may benefit from additional support and referral to outside agencies. By closely analyzing this data, the committee can intervene and provide the necessary resources to address disciplinary issues and promote positive behavior.

Through implementing PBIS and the continuous evaluation of student feedback and discipline data, our school is committed to creating a supportive and inclusive environment that encourages positive behaviors and fosters the overall well-being of our 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)
	District Funded Professional Development (district and county)

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

At Ramona school, we are dedicated to providing comprehensive support to address the diverse academic and social-emotional needs of our students. To achieve this, we implement a Multi-Tier System of Support (MTSS), which involves a systematic framework to identify and intervene at different levels of student needs.

Through MTSS, we conduct ongoing student monitoring to assess their progress and identify any areas that require additional support. This monitoring process involves collecting and analyzing data from various sources such as assessments, classroom observations, and teacher feedback. By closely monitoring students' academic and social-emotional development, we can identify any challenges or gaps and develop targeted interventions accordingly.

As part of our support system, we convene Student Study Teams (SST) to collaborate and discuss the needs of individual students. These teams consist of teachers, administrators, counselors, and other relevant staff members who come together to review student data, identify strengths and areas of concern, and develop personalized strategies and interventions to address their needs.

For students with specific accommodations and support requirements, we conduct 504 and Individualized Education Program (IEP) meetings. These meetings involve the participation of parents, teachers, specialists, and other professionals to develop plans and accommodations tailored to the unique needs of students with disabilities or specific educational needs.

Through these collaborative meetings and support structures, we aim to ensure that every student receives the appropriate academic and social-emotional support necessary for their success. Our goal is to create a nurturing and inclusive learning environment where all students can thrive and reach their full potential.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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 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

At Ramona, we prioritize the health and well-being of our students by promoting drug, alcohol, and tobacco prevention awareness. One of the initiatives we implement to raise awareness is the observance of Red Ribbon Week.

During Red Ribbon Week, we dedicate a week of focused activities and educational programs to inform and educate our students about the dangers of drug, alcohol, and tobacco use. This week serves as a platform to engage students in meaningful discussions and activities that promote a drug-free lifestyle and encourage positive decision-making.

Throughout Red Ribbon Week, we organize various events and initiatives to emphasize the importance of making healthy choices. These may include school-wide assemblies, guest speakers, interactive workshops, classroom discussions, and engaging projects. We collaborate with local community organizations, law enforcement agencies, and healthcare professionals to provide accurate information, resources, and support.

Our goal during Red Ribbon Week is to empower students with the knowledge and skills they need to resist peer pressure and make informed decisions about their health and well-being. We aim to create a safe and supportive environment where students feel encouraged to lead drug-free lives and understand the potential consequences of substance abuse.

Beyond Red Ribbon Week, we integrate drug, alcohol, and tobacco prevention into our curriculum and ongoing school activities. We incorporate age-appropriate lessons and discussions in health education classes, incorporate relevant topics into our counseling and social-emotional learning programs, and provide resources to parents and guardians to continue these important conversations at home.

By actively promoting drug, alcohol, and tobacco prevention awareness, we strive to create a school community that prioritizes the health and safety of our students. Through education, open communication, and a supportive environment, we aim to empower our students to make informed choices that will positively impact their lives now and in the future.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 reinforce our school-wide expectations and promote positive social skills, we will conduct regular social skills and discipline assemblies throughout the year. These assemblies serve as reminders for students about appropriate behavior and the importance of respecting others.

In addition to the assemblies, we will provide school-wide classroom lessons focused on bullying prevention. These lessons aim to educate students about the impact of bullying, how to identify and address it, and strategies for promoting kindness and empathy. By equipping students with the knowledge and skills to prevent bullying, we create a safe and inclusive school environment.

Through these ongoing efforts, we strive to foster a positive and respectful school culture where students understand the value of treating others with kindness and empathy. By regularly reinforcing our school-wide expectations and providing targeted instruction on bullying prevention, we empower students to contribute to a positive and supportive learning community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Counselor, teacher, ORC and Principal

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 school counselor plays a crucial role in supporting students' social-emotional and academic needs through various student groups and initiatives. They organize and lead groups such as the Student Leadership Team and Girls Leadership development groups, which provide opportunities for students to develop essential skills and qualities such as leadership, teamwork, and self-confidence.

To further support students' development, the counselor establishes a reading club that not only promotes literacy but also nurtures student leadership. This club encourages students to engage in meaningful discussions and activities centered around literature, fostering critical thinking, communication, and collaboration skills.

In addition to these groups and clubs, the counselor facilitates field trips that align with students' goals of attaining higher education. These field trips offer valuable experiences and exposure to educational institutions, inspiring students to envision their future academic pathways and motivating them to strive for success.

Through the counselor's efforts in organizing student groups, developing reading clubs, and coordinating field trips, students are provided with a well-rounded support system that addresses their social-emotional and academic needs. These initiatives promote personal growth, leadership development, and a commitment to lifelong learning.

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

Amount(s)	Source(s)
1000	Title I 5700-5799: Transfers Of Direct Costs Admission fees Transportation
1000	LCFF - Intervention 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

In order to meet the comprehensive needs of students, our school ensures access to outside services in the areas of dental, vision, health, and social-emotional learning (SEL). Our dedicated Onsite Resource Coordinator (ORC) plays a vital role in connecting students, teachers, and families with these external resources.

Through partnerships with community organizations and service providers, students are provided with opportunities to receive essential healthcare services such as dental and vision check-ups. This ensures that their overall well-being is addressed, contributing to their physical health and academic success.

Furthermore, the ORC plays a critical role in connecting students and their families with outside resources for social-emotional support. They provide guidance and assistance in accessing

counseling services or other SEL programs that help students navigate challenges, develop coping skills, and foster positive mental health.

By facilitating connections between students, teachers, and families with outside resources, our school aims to provide a holistic approach to student support. This comprehensive approach recognizes the importance of addressing not only academic needs but also the physical and social-emotional well-being of our 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 ORC

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Our school offers a wide range of extracurricular activities, including basketball, cheer, flag football, track, and soccer, to provide students with opportunities for engagement and personal growth beyond the classroom. These activities promote teamwork, sportsmanship, and physical fitness, allowing students to develop skills and pursue their interests in a supportive and structured environment.

In addition to extracurricular activities, our Parent-Teacher Association (PTA) plays a vital role in celebrating and fundraising for the achievements of our students, teachers, and staff. The PTA collaborates with the school community to organize events, recognition programs, and fundraising initiatives that support educational programs and enhance the overall school experience.

By providing these extracurricular opportunities and involving the PTA in celebration and fundraising, our school aims to foster a sense of community, school spirit, and pride among students, teachers, staff, and families. These activities contribute to a well-rounded educational experience that goes beyond academic achievement, promoting personal development, teamwork, and community 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)
1000	PTA/PTO 5700-5799: Transfers Of Direct Costs League registrations and materials
	ELOP Uniforms and compensation for coaches
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,

Annual Review

SPSA Year Reviewed: 2022-23

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 has implemented various strategies to address students' challenges in attending school and promote a positive learning environment. The attendance team actively monitors student attendance and develops effective systems to increase overall attendance rates. This ongoing monitoring helps identify areas for improvement and allows for targeted interventions to support students and families.

The school utilizes a Student Monitoring and Student Study Team (SST) process to address students' Academic, social, emotional, and behavioral needs. Through this process, students receive individual or small group counseling services the school counselor provides. This support aimed to help students navigate challenges, develop coping skills, and foster a positive school experience.

The school has also implemented a progressive discipline matrix, providing teachers and administrators with clear guidelines for addressing student behavior at both the classroom and school levels. This matrix promotes consistency and fairness in disciplinary actions, ensuring a safe and respectful learning environment for all students. This year we didn't have school suspensions and had two classroom suspensions.

The PBIS/School Safety Team plays a crucial role in analyzing student discipline data, identifying focus areas, and providing recommendations to strengthen the school's positive learning environment. By continuously evaluating data and feedback, the team can implement targeted strategies and interventions that align with the student body's needs.

Awards Assemblies were held to recognize and honor students' hard work and positive choices. These assemblies celebrated students' achievements and encouraged continued positive behavior and academic progress through praise, recognition, and incentives.

Ramona Elementary understands the importance of supporting families in overcoming barriers that may impact student attendance. School staff actively collaborate with families, providing recommendations and referrals to Ventura County-based social services, counseling, and community-based programs. The school aimed to address underlying challenges and support students' overall well-being and attendance by connecting families with these resources.

The overall effectiveness of these strategies is regularly assessed through data analysis, feedback from staff, students, and families, and ongoing reflection. This comprehensive approach ensures that the articulated goal of addressing attendance challenges and supporting students' social, emotional, and behavioral needs is met effectively, creating a positive and inclusive learning environment at Ramona Elementary.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Ramona Elementary has maintained consistency and continuity in its efforts to build a positive school climate and support social and emotional learning for all students. No major differences or significant changes have been identified in the implementation of these initiatives. The school remains committed to providing a safe and nurturing environment where students can thrive academically and emotionally.

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's PBIS committee will make several changes to the goal, annual outcomes, metrics, and strategies. These changes include:

1. Analysis of Student Discipline Data: The PBIS committee will increase the frequency of analyzing student discipline data to identify specific focus areas for improvement. This will allow for more targeted interventions and support to strengthen the positive learning environment at the school.

2. Reinforcement of School-Wide Expectations: The committee will collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior. These activities will encompass all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. By consistently reinforcing these expectations, the school aims to create a cohesive and respectful environment for all students.

3. Monitoring the lingering Impact of Covid-19: The PBIS and Safety Team will specifically monitor the impact of the Covid-19 pandemic on attendance, chronic absenteeism, and suspension rates over the past two years. This data analysis will provide valuable insights into how the pandemic has affected student engagement and behavior, allowing the school to implement targeted strategies and supports as needed.

By making these changes, Ramona Elementary aims to continuously improve its PBIS efforts and ensure a positive and supportive learning environment for all students, even amidst the challenges posed by the pandemic.

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	90% attendance	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 2022-2023 school year was 20 parents.	Increase average attendance 15 parents per meeting
Panorama Survey	Family Efficacy 64%	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

Ramona Elementary will continue implementing the school Parent Compact and Parent Involvement Policy to enhance the collaboration between home and school. Title I meetings will be conducted to provide parents with important information, including Back to School Night, the Parent Involvement Policy, the Parent Compact, and updates on the school's program improvement status. Additionally, events such as Coffee with the Principal and Parent Workshops will be organized to engage parents further and provide them with opportunities to participate in their child's education. These efforts aim to strengthen the partnership between parents and the school, promoting student success and 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)

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

Ramona Elementary holds monthly parent meetings that encompass various groups such as Title I, Coffee with the Principal, School Site Council (SSC), English Learners Advisory Committee (ELAC), Parent Teacher Association (PTA), and parent workshops. These meetings provide opportunities for parents to engage with the school community, stay informed about important topics, contribute to decision-making processes, and participate in workshops designed to support their involvement in their child's education. The English Language Advisory Committee (ELAC) specifically focuses on discussing topics related to English language learners in accordance with district and state guidelines. These meetings aim to foster strong partnerships between parents and the school, ensuring effective communication, collaboration, and mutual support for 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)
600	Title III 2000-2999: Classified Personnel Salaries Translation
600	Title III 4000-4999: Books And Supplies Parent refreshments
1000	Title III

	2000-2999: Classified Personnel Salaries Classified extra pay (ORC)
900	Title III 2000-2999: Classified Personnel Salaries Classified extra pay (babysitting)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Ramona Elementary is committed to reaching out to students and families to assess their needs and connect them with appropriate school and community services. This proactive approach aims to support student well-being and academic growth by ensuring that students have access to the necessary resources and support systems. By identifying and addressing the unique needs of each student and their family, the school strives to create a supportive environment that promotes success and overall student development. Through effective outreach efforts, Ramona Elementary aims to foster a strong partnership between the school, students, and families, ultimately enhancing the educational experience and outcomes 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 ORC

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

Ramona Elementary recognizes the importance of parent engagement in supporting students' academic success and social-emotional well-being. The school counselor plays a vital role in providing social-emotional support to students, fostering their engagement, and enhancing their academic achievement. To ensure effective parent engagement, parents will be invited to attend various activities and events that promote their involvement in their child's education. These opportunities for parent education and involvement aim to strengthen the home-school partnership and provide parents with the necessary knowledge and resources to support their child's academic and personal growth. By actively engaging parents in the educational process, Ramona Elementary

seeks to create a collaborative and supportive environment that maximizes student potential and fosters a strong sense of 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 Counselor
1000	Title III 1000-1999: Certificated Personnel Salaries Provide Parenting classes

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

Ramona Elementary is committed to addressing the diverse academic and social-emotional needs of its students through a multi-tiered system of support (MTSS) approach. This involves conducting various meetings and assessments to identify and address individual student needs.

The school holds Collaborative Student monitoring, Student Study Team (SST), and Individualized Education Plan (IEP) meetings to collaboratively develop strategies and interventions that support student success. These meetings involve educators, specialists, and parents working together to discuss student progress, set goals, and create individualized plans to address academic and social-emotional concerns.

Parent involvement is a crucial component of these meetings, as their input and perspective are valuable in understanding the student's needs and developing effective strategies. By involving parents in the process, Ramona Elementary aims to create a collaborative and inclusive educational environment that supports the holistic development of each student.

Through these meetings and collaborative efforts, the school strives to provide targeted support and interventions that address student academic and social-emotional concerns, promoting their overall well-being and 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)
	Centralized Services SST/IEP Team comprised of School Counselor, ORC, RSP Teacher, OT, SLP, and Admin.
	District Funded Mixteco Translator

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

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 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

Ramona Elementary is dedicated to providing valuable and informative parent training workshops on various topics. These workshops aim to support parents in their role and strengthen their engagement in their child's education.

The school offers workshops such as the Parent Project, Loving Solutions, social skills, and Discipline, which provide parents with strategies and resources to enhance parenting skills and promote positive behavior in their children. Family Literature Nights and Latino Family Literacy workshops also focus on fostering a love for reading and literacy within the family.

To support parents in navigating educational technology, iPad Training sessions are conducted, covering applications like Lexia, ST-Math, Canvas, and Parent Square. Math Nights and STREAM Nights provide opportunities for parents to engage in hands-on activities and learn about math and science concepts alongside their children.

The Parent Book Club encourages parents to read and discuss books relevant to parenting and child development. Furthermore, the school actively participates in school, district, and community events, collaborating with organizations like VCBH, Logrando Bienestar, MICOP, and Viviendo con Amor.

Through these diverse and engaging workshops, Ramona Elementary aims to empower parents with knowledge, resources, and support to actively participate in their child's education and foster a positive and enriching home-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)
1000	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 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

Ramona Elementary values effective parent communication and employs a range of channels to keep parents informed and engaged in their child's education.

Conferences are held in the fall and spring, providing opportunities for teachers and parents to discuss student progress, achievements, and areas for improvement. These conferences promote open dialogue and collaboration between teachers and parents.

The school utilizes multiple communication platforms, including the Ramona web page, a central hub for accessing resources, the school calendar, meal schedules, transportation details, and other important services. Flyers and brochures are distributed to convey important announcements and updates.

Parent Square is a key communication tool that enables the school to connect with parents through phone calls, text messages, emails, and social media platforms. This ensures timely and convenient communication, keeping parents informed of crucial notifications and updates. Additionally, the school maintains a close-knit parent group on social media platforms like Facebook, Instagram, and Twitter to encourage parent involvement.

A regular newsletter is circulated to provide parents with comprehensive information about school events, achievements, and upcoming activities, offering a holistic overview of school news and important dates.

Homework folders communicate between teachers and parents, facilitating the exchange of assignments, completed work, and necessary correspondence.

Through these diverse communication channels, Ramona Elementary aims to establish strong and ongoing communication with parents, fostering a collaborative partnership in supporting students' academic growth and 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)
1409	Title I 4000-4999: Books And Supplies Materials and Supplies
1800	LCFF 4000-4999: Books And Supplies 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

Strategy/Activity

The Parent-Teacher Association (PTA) at Ramona Elementary plays a vital role in promoting family engagement, facilitating communication, and establishing financial safeguards through a variety of activities.

Family engagement is a cornerstone of the PTA's mission. They organize and host events and initiatives that encourage parents and families to actively participate in their child's education. These may include family game nights, cultural celebrations, and educational workshops. By providing opportunities for families to connect with one another and with the school community, the PTA fosters a sense of belonging and support for all families.

The PTA also serves as a bridge between parents and the school, facilitating effective communication. They disseminate important information about school events, programs, and policies through newsletters, emails, and social media platforms. They act as a liaison between parents and teachers, addressing any questions or concerns that may arise. By maintaining open lines of communication, the PTA ensures that parents are well-informed and actively involved in their child's education.

Financial safeguards are another crucial aspect of the PTA's responsibilities. They work diligently to manage and allocate funds raised through various fundraising activities. The PTA follows sound financial practices, implementing transparency and accountability measures to ensure that funds are utilized responsibly and in accordance with the organization's objectives. This includes maintaining accurate financial records, conducting regular audits, and providing financial reports to the school and the wider parent community.

The PTA's commitment to promoting family engagement, facilitating communication, and establishing financial safeguards contributes to a strong and supportive school community. Their efforts create a nurturing environment where parents, teachers, and administrators collaborate to provide the best possible educational experience for all students at Ramona Elementary.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

Ramona Elementary recognizes the importance of supporting incoming kindergarten students who may not have had prior Pre-K experience. To ensure a smooth transition and set these students up for success, the school organizes and hosts "Ready Set Go!" parent workshops.

These workshops are designed specifically for parents of incoming kindergarten students who may have limited exposure to a structured educational setting. The goal is to provide parents with the knowledge, tools, and resources they need to support their child's academic and social-emotional development as they enter kindergarten.

The "Ready Set Go!" workshops cover a range of topics that are crucial for a successful transition to kindergarten. Parents are guided through the importance of establishing routines, fostering independence, and promoting early literacy and numeracy skills at home. They learn strategies to

support their child's social skills, such as sharing, taking turns, and following classroom expectations.

The workshops also provide parents with information about the school's curriculum, expectations, and available resources. They learn about the daily schedule, classroom routines, and the support services offered at Ramona Elementary. By understanding what to expect, parents can better prepare their child and ensure a seamless transition to the kindergarten environment.

Furthermore, the workshops serve as a platform for parents to connect with one another and build a support network. They can share experiences, ask questions, and receive guidance from experienced educators and staff members. This sense of community and support helps parents feel confident and empowered in their role as their child's first and most influential teacher.

The "Ready Set Go!" parent workshops demonstrate Ramona Elementary's commitment to ensuring that all students, regardless of their pre-kindergarten experience, have a strong foundation for their educational journey. By equipping parents with knowledge and resources, the school sets the stage for a positive and successful start to their child's kindergarten years.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

Ramona Elementary understands the importance of supporting parents and students during key transitions in their educational journey. The school organizes several workshops and meetings throughout the year to facilitate a smooth transition and provide the necessary information.

For parents of incoming kindergarten students, Kindergarten Workshops are conducted. These workshops offer valuable insights and guidance on how to prepare their child for kindergarten. Parents receive support materials and resources that can aid in their child's readiness for school.

To foster a welcoming environment, Ramona Elementary arranges to meet and greet sessions specifically for parents of incoming Transitional Kindergarten/Kindergarten students. These sessions provide an opportunity for parents to connect with teachers, staff, and other parents, creating a sense of community and establishing a positive foundation for their child's early education.

Informational meetings are also held to address specific programs, such as the Dual Language Immersion program. These meetings provide parents in-depth information about the program's objectives, curriculum, and benefits. Parents can make informed decisions regarding their child's educational path by attending these meetings.

Additionally, Ramona Elementary recognizes the importance of preparing students to transition from elementary to middle school. Informational meetings are conducted to address this transition, including discussions on the A-G requirements. These meetings provide parents a clear understanding of the expectations and support available to ensure a successful transition.

By organizing these workshops and meetings, Ramona Elementary demonstrates its commitment to providing parents with the information and support they need to navigate important educational transitions. These initiatives foster stronger parent-school partnerships and set students up for success in their educational journey.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 as it pertains with students with disabilities

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 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

Ramona Elementary believes in acknowledging and celebrating the achievements and milestones of its students. To commemorate the accomplishments of fifth-grade students transitioning to middle school and kindergarten students moving on to first grade, a Promotion Ceremony is organized.

The Promotion Ceremony is a special event held at the end of the school year to recognize and honor the hard work, growth, and achievements of the students. It serves as a significant milestone in their academic journey and provides an opportunity for the school community, including students, parents, teachers, and staff, to come together and celebrate.

During the Promotion Ceremony, students are recognized individually for their achievements, whether it be academic excellence, leadership, citizenship, or personal growth. They are congratulated for their dedication, effort, and perseverance throughout the year. The ceremony allows students to reflect on their accomplishments and provides them with a sense of pride and confidence as they move forward in their educational journey.

Family members are invited to attend the Promotion Ceremony, creating a supportive and joyous atmosphere for the students. The event not only celebrates the students' achievements but also acknowledges the support and involvement of their families throughout their time at Ramona Elementary.

The Promotion Ceremony is carefully planned and organized, with speeches, awards, and symbolic gestures that represent the students' transition to the next phase of their education. It is a memorable and meaningful event that instills a sense of accomplishment and inspires students to continue their educational journey with enthusiasm and determination.

By organizing the Promotion Ceremony, Ramona Elementary demonstrates its commitment to recognizing and celebrating the achievements of its students, fostering a positive and supportive school culture, and inspiring all students to strive for excellence in their academic pursuits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

Ramona Elementary understands the importance of building strong relationships between parents and teachers to support student success. The school organizes two key events to facilitate this connection: a parent-teacher meet and greet and a Back to School Night.

The parent-teacher meet, and greet is scheduled for the day before the first day of school. This event allows parents to meet their child's teacher, ask questions, and share important information about their child. It allows parents to familiarize themselves with the classroom environment and gain a sense of comfort and confidence as they prepare for the new school year.

Back to School Night is another significant event where parents are invited to visit the school and meet with their child's teacher. This evening event typically takes place within the first few weeks of the school year. It provides a comprehensive overview of the curriculum, classroom expectations, and school policies. Parents have the chance to learn about the educational goals and strategies for the year and ask specific questions about their child's progress and development.

The parent-teacher meet and greet and Back to School Night are designed to promote open communication, establish a positive partnership between parents and teachers, and ensure that parents are well-informed and involved in their child's education. These events create a welcoming and supportive atmosphere that fosters collaboration between home and school, setting the stage for a successful 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)
1000	Title I 1000-1999: Certificated Personnel Salaries 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

Ramona Elementary values the accomplishments and efforts of its students and recognizes the importance of acknowledging and celebrating their achievements. To honor student success, the school organizes awards assemblies at the end of each trimester, and parents are cordially invited to participate in these special events.

The awards assemblies serve as a platform to recognize and celebrate students' academic, social, and extracurricular achievements. They provide an opportunity to highlight the hard work, dedication, and progress demonstrated by students throughout the trimester. During these assemblies, students who have excelled in various areas such as academics, character traits, leadership, and extracurricular activities are recognized and applauded for their accomplishments.

By inviting parents to attend the awards assemblies, Ramona Elementary aims to foster a sense of pride and support within the school community. Parents can witness firsthand the growth and achievements of their children and share in the joy and celebration of their accomplishments. It also serves as a way for parents to connect with the school staff and other families, strengthening the sense of community and involvement.

The awards assemblies celebrate individual student achievements and promote a positive school culture where students are motivated and encouraged to strive for excellence. Recognizing students' efforts and talents boosts their self-esteem, encourages further engagement in their education, and reinforces the importance of hard work and dedication.

By actively involving parents in these celebratory events, Ramona Elementary creates a collaborative partnership between home and school, fostering a supportive and inspiring environment for students to thrive and reach their full potential.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

Ramona Elementary offers parent nights as part of its after-school program to provide valuable support and education to parents. These parent nights focus on nutrition education, offering parents practical tips, strategies, and interactive games to help their children develop healthy habits and succeed in school.

During these sessions, parents receive guidance on promoting nutrition and healthy eating habits at home. They learn about the importance of a balanced diet, portion control, and the benefits of incorporating fruits, vegetables, and whole grains into their children's meals. Parents also gain insight into strategies for managing picky eaters, creating nutritious snacks, and fostering a positive relationship with food.

In addition to nutrition education, the parent nights offer hands-on tips and techniques for supporting students with their school work. Parents receive guidance on creating effective study routines, providing a conducive learning environment at home, and assisting their children with homework assignments. They also learn about resources and strategies to enhance their children's academic success, such as online educational tools or reading strategies.

By offering these parent nights, Ramona Elementary aims to empower parents with the knowledge and skills needed to support their children's health and academic growth. It fosters a collaborative partnership between parents and the school, enabling parents to actively engage in their children's education and overall well-being.

These informative and interactive sessions provide parents with practical tools they can implement in their daily routines, ultimately contributing to their children's success both academically and in terms of their overall health and well-being.

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

Amount(s)	Source(s)
	No Cost ASP

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

Ramona Elementary recognizes the importance of ensuring that parents have access to necessary forms and paperwork and are able to complete them conveniently. To support parents in this process, the school offers additional assistance outside of regular hours.

For parents who may require extra support or have difficulty completing emergency information, Parent Compact, income forms, or other important paperwork during regular school hours, designated time slots are made available for them to visit the school and receive personalized assistance. This may include extended office hours or special evening sessions where staff members are present to guide parents through the paperwork and answer any questions they may have.

During these after-hours sessions, parents can receive one-on-one support to ensure that they understand the purpose and content of each document. Staff members are available to provide explanations, clarify instructions, and assist parents in accurately and comprehensively filling out the required information.

By offering this extra support, Ramona Elementary aims to alleviate any barriers that parents may face when completing essential paperwork. The goal is to ensure that parents have the necessary resources and assistance to provide accurate and up-to-date information, fostering effective communication and partnership between parents and the school.

These after-hours support sessions not only streamline the paperwork process but also demonstrate the school's commitment to meeting the needs of all families. By offering flexibility and personalized assistance, Ramona Elementary seeks to create a welcoming and inclusive environment where parents feel supported and empowered in their role as active participants in their child's education.

Through this additional support, the school aims to enhance parent engagement and strengthen the overall partnership between parents, teachers, and the school community. By facilitating the completion of important paperwork, Ramona Elementary ensures that vital information is readily available, enabling effective communication and enabling the school to better understand and meet the needs of each student.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
	District Funded Mixteco Traslators

Annual Review

SPSA Year Reviewed: 2022-23

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 analysis of parent engagement at Ramona School highlights the importance of involving parents in their children's education and providing them with opportunities to learn and engage in the education system. The school recognizes that when parents are actively involved, students are more likely to succeed academically and have better overall well-being.

Ramona School employs various avenues for parent engagement, including the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC). These committees provide platforms for parents to have a voice in decision-making processes and contribute to the school's overall improvement. Parents can collaborate with school staff and other parents by actively participating in these committees to create a positive and supportive learning environment.

The Outreach Coordinator plays a vital role in facilitating parent engagement by organizing events such as Coffee with the Principal and other workshops. These events provide opportunities for parents to interact with school administrators and staff, learn about important topics related to their child's education, and acquire valuable information and resources.

Ramona School acknowledges that parents play a crucial role in their children's educational journey by offering these avenues for parent engagement. By involving parents in decision-making processes, providing opportunities for learning and growth, and ensuring effective communication channels, the school fosters a strong partnership between parents and the school community.

This emphasis on parent engagement aligns with research that shows the positive impact of parent involvement on student outcomes. When actively engaged, parents can provide additional support at home, reinforce learning, and advocate for their children's needs. This collaborative approach between parents and the school creates a more comprehensive support system for students, enhancing their educational experience and promoting their success.

Overall, Ramona School's commitment to parent engagement through various committees, events, and workshops reflects their understanding of parents' crucial role in supporting student success. Ramona School creates a collaborative and supportive environment that benefits students, parents, and the entire school community by facilitating opportunities for parents to be involved, informed, and empowered.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Ramona Elementary School recognizes the importance of parent and family engagement in supporting student success. As a result, there are no major changes planned for the 2022-2023 school year, and the school will continue its efforts to strengthen and foster parent and family involvement.

The school understands that when parents and families are actively engaged in their child's education, students are more likely to thrive academically, socially, and emotionally. Therefore, Ramona Elementary will maintain its existing strategies and initiatives aimed at promoting parent and family engagement.

By continuing to prioritize and emphasize parent and family involvement, Ramona Elementary aims to create a collaborative partnership between the school and families. This partnership will support student achievement, well-being, and overall success.

The school recognizes that each family has unique strengths, experiences, and perspectives to contribute. Therefore, Ramona Elementary will continue to provide various opportunities for parents and families to engage in their child's education. This may include attending meetings, workshops, conferences, and school events that facilitate communication, collaboration, and active participation.

Through consistent and ongoing parent and family engagement efforts, Ramona Elementary aims to create a positive and supportive school community where all students can thrive. The school believes that by working together with parents and families, they can create a nurturing and empowering environment that supports the holistic development of each student.

In summary, Ramona Elementary School will continue to prioritize and build upon its existing parent and family engagement initiatives throughout the 2022-2023 school year. By fostering strong partnerships between the school and families, Ramona Elementary aims to enhance student success and create a supportive learning environment 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 School has identified key strategies to enhance communication and support between the school and parents based on the analysis of the 2022-2023 Single Plan for Student Achievement (SPSA), the parent needs assessments, and parent requests.

To ensure effective communication, the school will utilize a combination of physical flyers, text messages, and emails. It will also continue with Facebook, Instagram, and Twitter platforms as ways to maintain parents informed. This multi-channel approach aims to reach parents through different mediums and accommodate their preferred methods of communication. Messages sent through the Parent Square platform will be available in English, Spanish, and Mixtec dialects, reflecting the diverse language needs of the school community.

Recognizing the importance of aligning structures and strategies between the school and the home, the school staff will actively support parents in implementing positive reinforcement strategies and academic, social, and emotional learning practices at home. This collaboration aims to create a cohesive learning environment that connects the efforts and resources of both the school and the home.

By focusing on these strategies, Ramona Elementary School aims to foster strong communication, engagement, and collaboration between the school and parents. The goal is to create a supportive and inclusive learning community where all students can thrive academically, socially, and emotionally. Go Thunderbirds.

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	$217,359.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$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	$93,924.00
LCFF - Intervention	$33,612.00
PTA/PTO	$2,000.00

Subtotal of state or local funds included for this school: $129,536.00

Total of federal, state, and/or local funds for this school: $217,359.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	52,264	0.00
Title III	35,559	0.00
LCFF	93,924	0.00
LCFF - Intervention	33,612	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	93,924.00
LCFF - Intervention	33,612.00
PTA/PTO	2,000.00
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	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF	21,000.00
2000-2999: Classified Personnel Salaries	LCFF	10,000.00
4000-4999: Books And Supplies	LCFF	50,574.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,150.00
5700-5799: Transfers Of Direct Costs	LCFF	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	4,066.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	23,546.00

4000-4999: Books And Supplies	LCFF - Intervention	6,000.00
5700-5799: Transfers Of Direct Costs	PTA/PTO	2,000.00
0001-0999: Unrestricted: Locally Defined	Title I	300.00
1000-1999: Certificated Personnel Salaries	Title I	28,955.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	8,009.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,500.00
1000-1999: Certificated Personnel Salaries	Title III	27,959.00
2000-2999: Classified Personnel Salaries	Title III	3,000.00
4000-4999: Books And Supplies	Title III	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,050.00
Goal 2	23,600.00
Goal 3	21,709.00

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
Yesenia Hernandez Cedillo	Other School Staff
Sandra Jimenez	Parent or Community Member
Salvador Mendoza	Parent or Community Member
Yulisa Mendoza	Parent or Community Member
Lupita Cervantes	Parent or Community Member
Maricela Orozco	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, 2023.

Attested:

Principal, Dr. Andres Duran on June 13th, 2023
SSC Chairperson, Maria Cervantes on June 13, 2023

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	SSC Chairperson, Maria Cervantes on June 13, 2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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
	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 13th, 2023
	SSC Chairperson, Marta Amezcua on June 13, 2023

School Year: **2023-24**

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	May 31, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement
Ritchen is in ATSI status due to our students with disabilities showing the lowest level status in 3 out of the 4 indicators: Very low in ELA and Math performance and very high in chronic absenteeism.

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 2023-24 school year, Emilie Ritchen will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Our ongoing professional development utilizing teachers on special assignment (TOSAs) will be focused on providing our teachers with strategies to increase the productive struggle of our students with the test released questions from the state assessments.

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 math oracy strategies 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 groups. 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 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 an Intervention Support Provider (ISP) 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.

As mentioned above, Ritchen is in ATSI status due to our students with disabilities showing the lowest level status in 3 out of the 4 indicators: Very low in ELA and Math performance and very high in chronic absenteeism. In order for our site to be removed from ATSI status we plan on targeting the chronic absence indicator. We plan on monitoring all of our students with disabilities attendance and creating attendance goals for each student. Every month we will provide incentives and do a

monthly family celebration to encourage our students and their families to continue to come to school. This will also support our goal to improve our school community and parent involvement.

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 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 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.

Our school counselor provides a data-driven comprehensive school counseling program (CSCP). Using data from Panorama Survey results, student, teacher, and parent referrals, discipline referrals, attendance reports, and academic and achievement data, the school counselor identifies needs for the school, groups of students, and individual students, and develops and delivers tiered interventions across the three domains of the American School Counselor Association (ASCA) model: academic, social/emotional, and college and career. At Tier 1, the school counselor delivers developmentally appropriate core curriculum lessons for all students in their classrooms and runs school-wide events to foster school belonging and support students' academic, social/emotional, and college and career development. At Tier 2, the school counselor supports as a member of our SST process, and analyzes data to identify students and pull them into small counseling groups. At Tier 3, the school counselor provides crisis support, provides short-term, solution-focused individual counseling, and makes referrals for community and mental health resources. The CSCP fosters students' well-being, school belonging, and their academic, social-emotional, and college/career development, supporting both the OSD and school Vision and Mission statements.

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. During the upcoming school year, our PTA will work on providing incentives such as the AR Carnival for students that reach their ST Math and Lexia goals at least three times a year.

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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 TK 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 math oracy strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. We also plan on increasing the integration of state test released questions for the SBAC and utilizing STAR custom assessments to increase the productive struggle of our students with these types of questions.

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 groups.

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 Provider (ISP) 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 SST 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 partners 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 2023-24 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 2023-24 school year, the school staff, community, and educational partners 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.

Educational Partner 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 educational partners were involved in the development of the School Plan for Student Achievement. School Site Council met on May 31st to analyze 2019-20 summative, 2020-21 / 2021-22 formative and current 2022-23 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 May 23 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 second qualified employee to fill our second Independent Support Provider position, we were unable to run part of our tier two intervention plan. We also have identified the need for additional office staff support so that our attendance clerk can spend more of her time focusing on monitoring student attendance; specifically the attendance of our students with disabilities, since this is our target group for chronic absenteeism so that we can remove our ATSI status.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	1.5%	1.02%	1.79%	8	5	9
Asian	1.7%	1.63%	1.99%	9	8	10
Filipino	2.0%	3.26%	2.19%	11	16	11
Hispanic/Latino	88.1%	89.00%	89.04%	479	437	447
Pacific Islander	%	%	0%			0
White	5.2%	3.05%	3.78%	28	15	19
Multiple/No Response	1.7%	2.04%	1.2%	9	10	6
			Total Enrollment	544	491	502

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	77	62	112
Grade 1	74	73	61
Grade 2	97	72	81
Grade3	91	93	71
Grade 4	115	84	92
Grade 5	90	107	85
Total Enrollment	544	491	502

Conclusions based on this data:

This past year, we had only one significant group of students (30 or more students) at Ritchen Elementary: Hispanic/Latino. The percentage of total of enrollment for this group has remained over the past three years. Also over the past three years our enrollment for the white student group has decreased by nine students. Current TK through 5th grade enrollment for the 2022-23 school year is 502. This reflects a decrease of student enrollment since the 2020-21 school year. As a result, Ritchen Elementary school staff will continue to monitor changes in student enrollment and student groups 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	169	168	170	31.10%	34.2%	33.9%
Fluent English Proficient (FEP)	52	39	25	9.60%	7.9%	5.0%
Reclassified Fluent English Proficient (RFEP)	29			17.2%		

Conclusions based on this data:

Based on analysis of English Learner enrollment at Ritchen Elementary for the past three years, 33.1% of Ritchen Elementary's total student population were English Learners. An additional 17.2% of Ritchen Elementary total student population during this time has been made up of students who have 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 over the past three years. 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	51	14	27%	7	14%	4	8%	26	51%	4	775
Grade 1	56	13	23%	6	11%	2	4%	35	63%	4	821
Grade 2	14	11	79%	3	21%	0	0%	0	0%	2	795

Conclusions based on this data:

33% of our Kinders in the 22-23 school year were at/above benchmark and 22% were on watch. This means that this cohort as first graders should be able to take the STAR Reading test during the 2023-24 school year and we can expect to see a lot of growth from this cohort. 58% of the first graders were at or above benchmark during the 22-23 school year. This also means that this cohort as second graders will be able to take the STAR Reading test and we can expect to see a lot of growth from this cohort. As for our second graders, 14 out of 15 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	74	26	35%	15	20%	20	27%	13	18%	2	901
Grade 3	67	16	24%	25	37%	15	22%	11	16%	2	972
Grade 4	87	39	45%	10	11%	22	25%	16	18%	2	986
Grade 5	73	27	37%	21	29%	20	27%	5	7%	1	1003

Conclusions based on this data:

43% of second graders, 40% of third graders, 36% of fourth graders and 33% of fifth graders were at/above benchmark during the 22-23 school year. This tell us that our third, fourth and fifth graders should show a lot of growth during the next 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	53	10	19%	16	30%	20	38%	7	13%	2	856
Grade 2	74	19	26%	10	14%	34	46%	11	15%	2	920
Grade 3	66	13	20%	20	30%	19	29%	14	21%	2	983
Grade 4	86	30	35%	33	38%	20	23%	3	3%	2	991
Grade 5	75	37	49%	20	27%	9	12%	9	12%	1	1024

Conclusions based on this data:

40% of our first graders, 49% of our second graders, 44% of third graders and 28% of fourth graders were at/above benchmark during the 22-23 school year. This tell us that our second through fifth grade students should show a lot of growth during the next 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		92			90			90			97.8	
Grade 4		80			80			80			100.0	
Grade 5		96			96			96			100.0	
All Grades		268			266			266			99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.			8.89			16.67			21.11			53.33	
Grade 4		2435.			18.75			18.75			18.75			43.75	
Grade 5		2489.			16.67			30.21			17.71			35.42	
All Grades	N/A	N/A	N/A		14.66			22.18			19.17			43.98	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			67.78			25.56	
Grade 4		6.25			62.50			31.25	
Grade 5		17.71			58.33			23.96	
All Grades		10.53			62.78			26.69	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			46.67			46.67	
Grade 4		8.75			58.75			32.50	
Grade 5		18.75			56.25			25.00	
All Grades		11.65			53.76			34.59	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.33			73.33			23.33	
Grade 4		6.25			80.00			13.75	
Grade 5		10.42			75.00			14.58	
All Grades		6.77			75.94			17.29	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.89			55.56			35.56	
Grade 4		7.50			68.75			23.75	
Grade 5		10.42			68.75			20.83	
All Grades		9.02			64.29			26.69	

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. Preliminary data for 2022-23 school year is reporting that 37% of our students met or exceeded standards. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		92			90			90			97.8	
Grade 4		80			80			80			100.0	
Grade 5		96			96			96			100.0	
All Grades		268			266			266			99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2381.			5.56			17.78			25.56			51.11	
Grade 4		2414.			1.25			18.75			30.00			50.00	
Grade 5		2456.			6.25			12.50			34.38			46.88	
All Grades	N/A	N/A	N/A		4.51			16.17			30.08			49.25	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			48.89			44.44	
Grade 4		7.50			47.50			45.00	
Grade 5		9.38			42.71			47.92	
All Grades		7.89			46.24			45.86	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.78			46.67			45.56	
Grade 4		5.00			45.00			50.00	
Grade 5		5.21			53.13			41.67	
All Grades		6.02			48.50			45.49	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.89			57.78			33.33	
Grade 4		5.00			62.50			32.50	
Grade 5		6.25			58.33			35.42	
All Grades		6.77			59.40			33.83	

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. Preliminary data for 2022-23 school year is reporting that 29% of our students met or exceeded standards. Even though this is a 9% increase, based on the small percentages of grades 3-5 students meeting or exceeding standards, Ritchen Elementary classroom teachers will focus on integrating math oracy 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 by utilizing SBAC test released questions and STAR custom assessments, increasing their abilities to productively struggle with these types of problems; 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1348.7	1392.6		1368.0	1408.8		1303.7	1354.8		27	18	
1	1448.7	1452.2		1464.7	1474.9		1432.2	1428.7		19	20	
2	1468.7	1479.2		1467.8	1473.2		1469.1	1484.9		31	20	
3	1453.3	1474.1		1456.2	1471.4		1450.1	1476.4		32	28	
4	1451.3	1518.0		1453.2	1516.3		1449.0	1519.1		40	22	
5	*	1526.8		*	1526.8		*	1526.4		10	28	
All Grades										159	136	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	5.56		34.62	38.89		26.92	22.22		34.62	33.33		26	18	
1	0.00	10.00		42.11	40.00		47.37	35.00		10.53	15.00		19	20	
2	9.68	10.00		41.94	55.00		41.94	25.00		6.45	10.00		31	20	
3	9.38	3.57		34.38	32.14		34.38	42.86		21.88	21.43		32	28	
4	17.50	18.18		25.00	40.91		30.00	40.91		27.50	0.00		40	22	
5	*	14.29		*	42.86		*	35.71		*	7.14		*	28	
All Grades	10.76	10.29		34.18	41.18		34.81	34.56		20.25	13.97		158	136	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	22.22		34.62	27.78		30.77	27.78		26.92	22.22		26	18	
1	21.05	35.00		47.37	30.00		31.58	35.00		0.00	0.00		19	20	
2	25.81	15.00		41.94	50.00		19.35	30.00		12.90	5.00		31	20	
3	25.00	10.71		31.25	39.29		31.25	35.71		12.50	14.29		32	28	
4	25.00	31.82		35.00	54.55		15.00	13.64		25.00	0.00		40	22	
5	*	39.29		*	53.57		*	3.57		*	3.57		*	28	
All Grades	22.15	25.74		37.97	43.38		22.78	23.53		17.09	7.35		158	136	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.56		7.69	16.67		46.15	27.78		46.15	50.00		26	18	
1	0.00	5.00		21.05	20.00		57.89	35.00		21.05	40.00		19	20	
2	6.45	10.00		35.48	50.00		38.71	15.00		19.35	25.00		31	20	
3	0.00	3.57		25.00	14.29		31.25	50.00		43.75	32.14		32	28	
4	10.00	9.09		10.00	36.36		37.50	27.27		42.50	27.27		40	22	
5	*	7.14		*	32.14		*	35.71		*	25.00		*	28	
All Grades	5.70	6.62		18.99	27.94		41.14	33.09		34.18	32.35		158	136	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	22.22		65.38	44.44		26.92	33.33		26	18	
1	42.11	40.00		57.89	60.00		0.00	0.00		19	20	
2	29.03	10.00		64.52	85.00		6.45	5.00		31	20	
3	21.88	7.14		68.75	78.57		9.38	14.29		32	28	
4	27.50	54.55		42.50	45.45		30.00	0.00		40	22	
5	*	21.43		*	67.86		*	10.71		*	28	
All Grades	24.68	25.00		59.49	64.71		15.82	10.29		158	136	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	22.22		57.69	44.44		34.62	33.33		26	18	
1	15.79	26.32		78.95	68.42		5.26	5.26		19	19	
2	25.81	15.00		58.06	80.00		16.13	5.00		31	20	
3	32.26	32.14		51.61	53.57		16.13	14.29		31	28	
4	33.33	36.36		46.15	59.09		20.51	4.55		39	22	
5	*	67.86		*	28.57		*	3.57		*	28	
All Grades	26.45	35.56		54.84	54.07		18.71	10.37		155	135	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.56		57.69	55.56		42.31	38.89		26	18	
1	0.00	15.00		78.95	35.00		21.05	50.00		19	20	
2	12.90	5.00		58.06	75.00		29.03	20.00		31	20	
3	9.38	0.00		31.25	46.43		59.38	53.57		32	28	
4	10.26	4.55		46.15	54.55		43.59	40.91		39	22	
5	*	10.71		*	60.71		*	28.57		*	28	
All Grades	8.92	6.62		51.59	54.41		39.49	38.97		157	136	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.00	23.53		44.00	17.65		48.00	58.82		25	17	
1	5.26	10.00		73.68	70.00		21.05	20.00		19	20	
2	3.33	30.00		83.33	50.00		13.33	20.00		30	20	
3	12.50	10.71		56.25	71.43		31.25	17.86		32	28	
4	10.00	22.73		47.50	68.18		42.50	9.09		40	22	
5	*	10.71		*	75.00		*	14.29		*	28	
All Grades	8.33	17.04		60.90	61.48		30.77	21.48		156	135	

Conclusions based on this data:

Preliminary data for 2022-23 school year is reporting an overall average score of 1474 which is showing a 1 point increase when compared to the 2021-22 school year and a 40 point increase when compared to 2020-21 school year. Based on these results, we will continue focusing on designated and integrated ELD.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
491	**83.5**	**34.2**	**0.4**
Total Number of Students enrolled in Emilie Ritchen Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	168	34.2
Foster Youth	2	0.4
Homeless	21	4.3
Socioeconomically Disadvantaged	410	83.5
Students with Disabilities	103	21.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.0
American Indian		
Asian	8	1.6
Filipino	16	3.3
Hispanic	437	89.0
Two or More Races	10	2.0
Pacific Islander		
White	15	3.1

Conclusions based on this data:

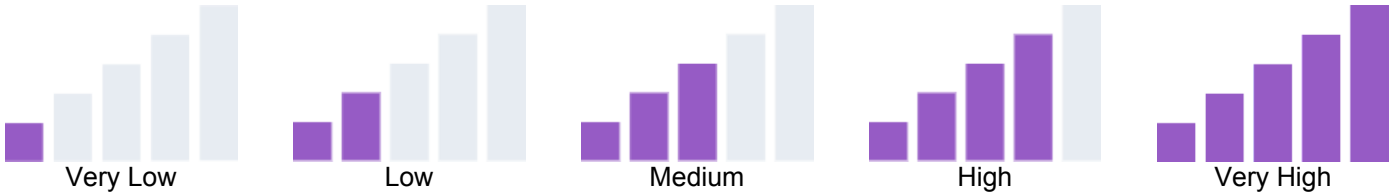
Based on Dashboard Student Population data, there were a total of three significant student groups at Ritchen Elementary during the 2021-2022 school year: English Learners (34.2%), Socioeconomically Disadvantaged (83.5%), and Students with Disabilities (21%). In addition, there was one significant student group based on race / ethnicity during the 2021-22 school year: Hispanic (89%). 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 student groups 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Based on 2022 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 was in the very high 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

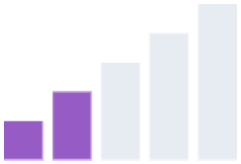
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
34.1 points below standard	47.0 points below standard	
269 Students	113 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
71.8 points below standard	43.3 points below standard	93.8 points below standard
11 Students	229 Students	68 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 5 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 40.2 points below standard 235 Students	No Performance Level 6 Students		No Performance Level 41.4 points below standard 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.6 points below standard 81 Students	40.5 points above standard 32 Students	28.5 points below standard 145 Students

Conclusions based on this data:

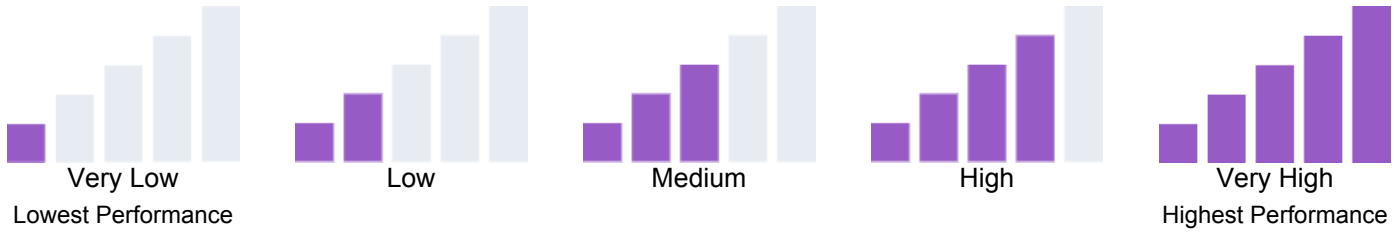
Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant student groups, Ritchen Elementary classroom teachers will continue to implement evidence-based 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

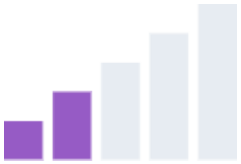
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
63.2 points below standard	68.9 points below standard	
269 Students	113 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
92.5 points below standard	70.5 points below standard	95.9 points below standard
11 Students	229 Students	68 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 5 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 69.4 points below standard 235 Students	No Performance Level 6 Students		No Performance Level 74.0 points below standard 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.5 points below standard 81 Students	11.5 points below standard 32 Students	65.2 points below standard 145 Students

Conclusions based on this data:

Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant student groups, 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

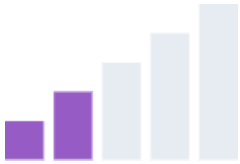
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

49.1 making progress towards English language proficiency

Number of EL Students: 108 Students

Performance Level: 2

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.

2022 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
26.9%	24.1%	0.0%	49.1%

Conclusions based on this data:

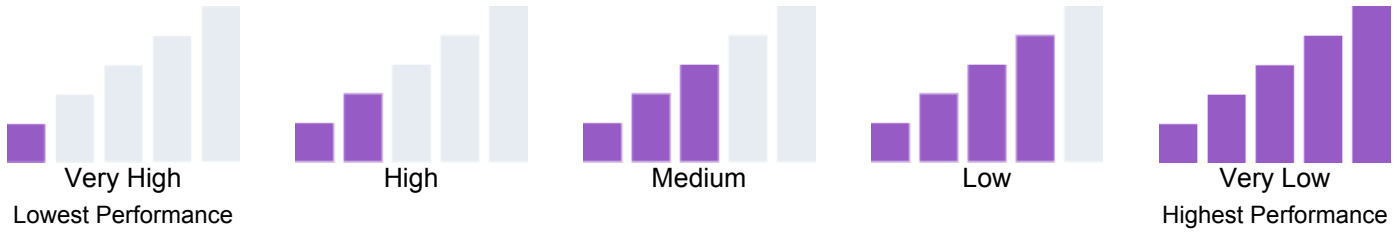
Based on 2022 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Ritchen Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout 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 instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

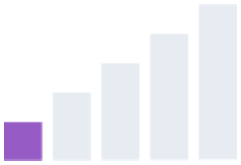
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
35.9% Chronically Absent	37.8% Chronically Absent	Less than 11 Students
516 Students	180 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
47.8% Chronically Absent	38.3% Chronically Absent	46.8% Chronically Absent
23 Students	446 Students	126 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 6 Students		No Performance Level Less than 11 Students 8 Students	No Performance Level 31.3% Chronically Absent 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 37.5% Chronically Absent 459 Students	No Performance Level Less than 11 Students 10 Students		No Performance Level 17.6% Chronically Absent 17 Students

Conclusions based on this data:

Based on 2022 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant student groups, Ritchen Elementary will continue 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 that are close to 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	4

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.2% suspended at least one day	0% suspended at least one day	Less than 11 Students
537 Students	182 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
0% suspended at least one day	0.2% suspended at least one day	0% suspended at least one day
23 Students	460 Students	132 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 6 Students		No Performance Level Less than 11 Students 8 Students	No Performance Level 0% suspended at least one day 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 0.2% suspended at least one day 473 Students	No Performance Level 0% suspended at least one day 11 Students		No Performance Level 0% suspended at least one day 23 Students

Conclusions based on this data:

Based on 2022 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant student groups, 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	2022-23 CAASPP Preliminary Data (All Students): 40% Met/Exceeded 27% Nearly Met 32% 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	2022-23 Preliminary CAASPP Data (All Students): 29% Met/Exceeded 28% Nearly Met 43% 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 2022-23 ELPAC data: 16% of all students scored at Level 1 (Beginning Stage) 30% of students scored at Level 2 (Somewhat Developed) 40% 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
	14% of students scored at Level 4 (Well Developed).	
STAR Early Literacy	Spring 2023 Baseline Data: 40% At/Above Benchmark 16% On Watch 12% Intervention 30% 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	Spring 2023 Baseline Data: 15% At/Above Benchmark 23% On watch 26% Intervention 36% Urgent intervention	All students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Reading and demonstrate 3-5% growth.
STAR Math	Spring 2023 Baseline Data: 7% At/Above Benchmark 23% On watch 30% Intervention 33% Urgent intervention	All students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Math and demonstrate 3-5% growth.

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)

24,095	LCFF 4000-4999: Books And Supplies Warehouse charges, Publication Charges, Materials and Supplies, Computer Supplies and Software, and Equipment
4,664	Title III 4000-4999: Books And Supplies Apple Pens
2,000	LCFF 4000-4999: Books And Supplies Computer Equipment, Books, Materials, and Supplies
1,228	LCFF 1000-1999: Certificated Personnel Salaries Admin. Support / Extra Help
6,110	Title III 4000-4999: Books And Supplies Books, 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.

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 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 in grades TK-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 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 additional targeted assistance to TK / 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)
24,185	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants

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.

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)
5,050	LCFF 5000-5999: Services And Other Operating Expenditures

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 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)
2,000	LCFF 5000-5999: Services And Other Operating Expenditures Duplo Machine supplies and Copy Machines maintenance agreements

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 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 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 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 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: ATSI status

Strategy/Activity

In order for our site to be removed from ATSI status, we plan on targeting the chronic absence indicator of our students with disabilities. Our plan is to monitor all of our students with disabilities attendance and create attendance goals and incentives for all these students.
In addition we plan on monitoring progress of these 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)
0	Attendance clerk, ORC, Counselor and Admin team and case managers will monitor this daily / weekly.

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. 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 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

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)
6,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Site licenses

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 implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III- level interventions to underperforming students in ELA and Math during Core Instruction, Universal Access, ELD, before/after school tutoring, and small group intervention from our Literacy Intervention Teacher (LIT). Educational field trips for these student groups and for all of our students will be provided to bring our teaching standards to life.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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
1,228	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Help / Tutoring
6,000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitute's / Floaters for covering SST
10,000	Title I 5000-5999: Services And Other Operating Expenditures Field trips, services, entrance fees, operations
23,980	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP for added ELA intervention

2,316	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

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 14

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 2023-24 school year, Emilie Ritchen will build rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students will be encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and 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 focus on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will enable grade-level teams to identify, through the 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 Provider (ISP).

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 expect that no major differences will be 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 2022-23 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 12 and 23 sections 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 2022-23 school year was 91%.	Maintain or exceed the targeted 95.0% attendance rate throughout the 2023-24 school year
Student Suspension Data	A total of 3 students were suspended during the 2022-23 school year (suspension rate = 0.5%).	Decrease total number of students suspended during the 2023-24 school year to 0 (suspension rate = 0%)
Attendance - Chronic Absenteeism Rate	34% of all students (N=502) during the 2022-23 school year were chronically absent. 25% of EL (N=157) during the 2022-23 school year were chronically absent. 50% of SPED students (N=152) during the 2022-23 school year were chronically absent.	Reduce Chronic Absenteeism rate for all students for the 2023-24 school year to 29%. Reduce the Chronic Absenteeism rate for EL students for the 2023-24 school year to 20%. Reduce the Chronic Absenteeism rate for SPED students for the 2023-4 school year to 45%.

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.

TK 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
5,000	LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help
16,341	LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor - 6th supervisor

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)
6,000	LCFF 2000-2999: Classified Personnel Salaries Clerical and Custodial Extra Help and Overtime
2,000	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)
5,964	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.

All Students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

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 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 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 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 and monitor inventory of recess and PE equipment to provide playground activities for students. Provide extracurricular activities such as sports programs, dance programs, and petting zoo.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
1750	LCFF 5800: Professional/Consulting Services And Operating Expenditures Petting Zoo

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

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 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 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 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Amount(s) Source(s)

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: 2022-23

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, will meet regularly to monitor student attendance, identify students that are close to 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 recommended 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 impacted student attendance.

In order to address our students' social, emotional, and behavioral needs, students will be identified through the SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix will assist 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) will guide 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 will meet 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 are making by rewarding them with praise, recognition, and incentives will be put into place. We will also continue volleyball, basketball, and dance teams to allow students to showcase their talents in other areas outside of academics. These activities will generate a lot of school spirt and excitement for our students, staff and our parents. Our very own ballet folklorico team that we purchased costumes for that performed at all of our sporting events, awards ceremonies and our ELAC meetings will continue these performances. We will continue to host a petting zoo and Hip Hop Mindset to provide opportunities for our students that make them proud to be soaring Eagles that are excited about coming to school.

We expect that all these programs combined with all of our monitoring of student behavior throughout the year will result in a lower suspension rate and an increase in the percentage of of our students reporting many strengths in social emotional learning as will be measured 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.

We expect that no major differences will be 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 2022-23 SPSA, chronic absenteeism and suspension rate data, the Ritchen Elementary PBIS committee will continue to 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 2022-23 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 2022-23 school year was 60.	Increase the total number of PTA Memberships during the 2022-23 school year to 80.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings during the 2022-23 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
1,000	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)
1,039	Title III 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: 2022-23

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 2022-23 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 2023-24 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 2022-2023 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	$164,549.00

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 ($)
	$0.00
LCFF	$83,232.00
LCFF - Intervention	$23,980.00

Subtotal of state or local funds included for this school: $107,212.00

Total of federal, state, and/or local funds for this school: $164,549.00

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	83,232	0.00
LCFF - Intervention	23,980	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	83,232.00
LCFF - Intervention	23,980.00
Title I	43,729.00
Title III	13,608.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	7,228.00
2000-2999: Classified Personnel Salaries	LCFF	29,995.00
4000-4999: Books And Supplies	LCFF	36,609.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,100.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	23,980.00
1000-1999: Certificated Personnel Salaries	Title I	1,228.00

2000-2999: Classified Personnel Salaries	Title I	24,185.00
4000-4999: Books And Supplies	Title I	2,316.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title III	2,039.00
4000-4999: Books And Supplies	Title III	10,774.00
5000-5999: Services And Other Operating Expenditures	Title III	795.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	123,451.00
Goal 2	38,155.00
Goal 3	2,943.00

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
Jeffery Lawhead	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 May 31, 2023.

Attested:

Principal, Nauman Zaidi on May 31, 2023

SSC Chairperson, Marina Wyatt on May 31, 2023

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
Marina Wyatt	School Site Council
Silvia Torres Vargas	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 May 31, 2023.

Attested:

N	Principal, Nauman Zaidi on May 31, 2023
Marina Wyatt	SSC Chairperson, Marina Wyatt on May 31, 2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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, 2023	August 24, 2023

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)

Additional Targeted Support and Improvement
Rose Ave. became eligible for ATSI due to the student group of Students with Disabilities for the indicators of ELA and Math Performance and Chronic Absenteeism.

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.

Rose Avenue Elementary School is dedicated to aligning their daily work with the Oxnard School District's Vision of Changing the World! We will strive to support our students and provide them with

positive experiences to become Inspired, Accomplished, Multilingual Global Citizens in School and Beyond. In the Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. Rose Avenue Elementary School is also dedicated to aligning their daily work with the Oxnard School District's Mission. Our goal is to IGNITE students' passions for learning and empower them to achieve brilliance. TRANSFORM our classroom and school expectations, relationships, and practices to more fully align with our values. NURTURE caring communities that develop students' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential. EMBRACE high-leverage services and approaches that translate our values into action.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school. A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

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 2023-2024 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, hands-on activities and experiments as we continue the implementation of our recently adopted 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 and other class assessments 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 via a hybrid model through both in-person and zoom meetings in order to increase access for all school families. We will continue to maintain constant communication with all school stakeholders through Canvas, our School Website, our School's Marquee, Peachjar flyers, Mass Communication/Messages via Parent Square, and Social Media Platforms (Facebook, Twitter, and Instagram). Our School Principal, Outreach Coordinator, School Counselor, and Teachers 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.

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to the student group of Students with Disabilities for the indicators of ELA and Math Performance and Chronic Absenteeism. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this such as after school tutoring with our qualified Special Education service providers and an attendance incentive program with the use of a Token Board Economy to increase attendance rates.

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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 and Assistant Principal conducted both formal and informal classroom observations in Transitional Kindergarten through Fifth Grade classrooms 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, evidence of the Student Profile attributes, utilizing Mathematical Mindset Strategies, and inclusion of both CHAMPS and social-emotional strategies. The usage of a Classroom Observation tool supported administrators in identifying common trends and additional areas of focus to support students' needs. 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 Community Circles in all classrooms. Our PBIS Committee will support teachers' efforts to engage students with PBIS structures and Social Emotional lessons in order to enhance students' connections to the school environment. Our site will continue to work on providing these social emotional strategies and social emotional lessons 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 2023-2024 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). Teachers will utilize the data to formatively modify instruction and the assessments will support teachers in planning for effective lessons. 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, determine the students who are in need of enrichment or challenging extension activities, 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) for all all core areas
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 multiple rounds of Tier 2 interventions, will continue with the SST Process and the team will plan for Tier 3 interventions. 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 collaborated with the Human Resource Department, parents/guardians completed the volunteer requirements and we were able to welcome them as school/classroom volunteers. To meet the needs of our school community, we will continue to conduct a combination of hybrid 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, Technology, 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. The PTA will conduct both general and executive PTA meetings on a regular basis.

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 2023-2024 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 (3-5 times a year) to analyze, monitor student achievement data, and monitor progress towards the site's SPSA goals in order to improve instruction.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to improve student outcomes, support student interventions, and provide enrichment opportunities 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. These funds will also provide transportation to standards-based field trips and online subscriptions or applications to compliment core instruction as needed. The school will also fund a part-time Instructional Assistant who will provide science enrichment as we strive to enhance our strand focus of Science and Wellness. 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 to attend student monitoring conferences, engage in collegial coaching, and to participate in SSTs during the school day. The Counselor, ORC, and Teachers will provide various opportunities for Parent Engagement workshops to help them support their students' academic and social emotional needs. Our School Librarian will also be able to facilitate Book Clubs and Literature Circles for our students. 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.

Educational Partner 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 educational partners were involved in the development of this School Plan for Student Achievement (SPSA). The School Leadership Team met on May 1, 2023 to discuss the three SPSA goals and to discuss supports or resources needed to meet academic outcomes. The School Principal facilitated a Staff Meeting on May 16, 2023 to share the 2023-2024 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, 2023 and May 24, 2023 to analyze baseline data (Spring STAR 360 Early Literacy, Reading, and Math) in order to develop expected academic goals for the 2023-2024 school year. The School Principal shared the SPSA with all teachers and support staff on May 30, 2023 to review the SPSA goals, share grade-level outcomes/goals, and to review the strategies/activities for our site's proposed expenditures.

The English Learner Advisory Committee (ELAC) representatives met on March 10, 2023 and the School Site Council met on April 13, 2023 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 2023-2024 budget allocations. The School Principal met with School Site Council on May 31, 2023 to share a completed draft of the SPSA for approval. The English Learner Advisory Committee met on June 2, 2023 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 March 2023. As we were not able to hire a second ISP, we hired a Limited Term Paraeducator who supported our site with science enrichment three days a week (5 hours per day).

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	0.42%	0.6%	2	2	3
Asian	0.4%	0.63%	0.4%	2	3	2
Filipino	%	%	0%			0
Hispanic/Latino	97.3%	97.07%	97.98%	498	464	486
Pacific Islander	%	%	0%			0
White	1.8%	1.88%	0.81%	9	9	4
Multiple/No Response	0.2%	%	0.2%	1		1
			Total Enrollment	512	478	496

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	86	88	127
Grade 1	74	72	70
Grade 2	71	69	70
Grade3	88	70	70
Grade 4	96	83	74
Grade 5	97	96	85
Total Enrollment	512	478	496

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 2022-2023 school year, 97.9% 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	329	313	312	64.30%	65.5%	62.9%
Fluent English Proficient (FEP)	68	46	37	13.30%	9.6%	7.5%
Reclassified Fluent English Proficient (RFEP)	39			11.9%		

Conclusions based on this data:

Based on the analysis of English Learner enrollment at Rose Avenue Elementary for the 2021-2022 school year, the percentage of English Learners has slightly decreased by 2.6% during the 2022-2023 school year, nevertheless a majority of our students (62.9%) 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	51	9	18%	6	12%	4	8%	32	63%	4	786
Grade 1	74	14	19%	17	23%	8	11%	35	47%	4	828
Grade 2	31	7	23%	6	19%	7	23%	11	35%	4	893

Conclusions based on this data:

Based off our End of Year 2022-2023 STAR Early Literacy assessment data, 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 (63%), were At/Above Benchmark (Level 4) while 18% were at Urgent Intervention (Level 1). Our First Grade Students have also demonstrated high proficiency with their early literacy skills in order to be successful on Common Core State Standards. For First Grade, a majority of our students (47%) were At/Above Benchmark (Level 4) while 23% were at Intervention (Level 2). Due to a low-leveled score on the STAR Reading, twenty-nine Second Grade students were also tested on the STAR Early Literacy. For Second Grade, a majority of our students, a majority of our students (35%) were at At/Above Benchmark (Level 4) while 23% were at On Watch (Level 3).

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	78	34	44%	21	27%	12	15%	11	14%	2	898
Grade 3	76	37	49%	24	32%	10	13%	5	7%	1	906
Grade 4	77	43	56%	12	16%	12	16%	10	13%	1	959
Grade 5	86	36	42%	23	27%	25	29%	2	2%	1	997

Conclusions based on this data:

Based off our End of Year 2022-2023 STAR Reading assessment data, 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 (44%) were at Urgent Intervention (Level 1) while 27% were at Intervention (Level 2). For Third Grade, a majority of our students (49%) were at Urgent Intervention (Level 1) while 32% were at Intervention (Level 2). For Fourth Grade, a majority of our students (56%) were at Urgent Intervention (Level 1) while 16% were at On-Watch (Level 3) and at Intervention (Level 2). For Fifth Grade, a majority of our students (42%) were at Urgent Intervention (Level 1) while 29% were at On Watch (Level 3).

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	73	10	14%	32	44%	26	36%	5	7%	2	854
Grade 2	78	23	29%	26	33%	20	26%	9	12%	2	915
Grade 3	76	35	46%	19	25%	20	26%	2	3%	1	934
Grade 4	79	28	35%	20	25%	20	25%	11	14%	2	991
Grade 5	85	46	54%	23	27%	14	16%	2	2%	1	1007

Conclusions based on this data:

Based off our End of Year 2022-2023 STAR Math assessment data from, shows that our current 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 (44%) were Intervention (Level 2) while 36% were at On Watch (Level 3). For Second Grade, a majority of our students (33%) were at Intervention (Level 2) while 26% were at On Watch (Level 3). For Third Grade, a majority of our students (46%) were at Urgent Intervention (level 1) while 25% were at On-Watch (Level 3). For Fourth Grade, a majority of our students (35%) were at Urgent Intervention (Level 1) while 25% were at Intervention (Level 2) and On Watch (Level 3). For Fifth Grade, a majority of our students (54%) were at Urgent Intervention (Level 1) while 27% 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 a support to increase their 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		74			73			73			98.6	
Grade 4		87			85			85			97.7	
Grade 5		97			96			96			99.0	
All Grades		258			254			254			98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2353.			4.11			20.55			21.92			53.42	
Grade 4		2408.			9.41			15.29			24.71			50.59	
Grade 5		2449.			5.21			23.96			21.88			48.96	
All Grades	N/A	N/A	N/A		6.30			20.08			22.83			50.79	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.11			63.01			32.88	
Grade 4		3.53			67.06			29.41	
Grade 5		7.29			67.71			25.00	
All Grades		5.12			66.14			28.74	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.48			38.36			56.16	
Grade 4		7.06			51.76			41.18	
Grade 5		10.42			41.67			47.92	
All Grades		7.87			44.09			48.03	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.11			69.86			26.03	
Grade 4		3.53			82.35			14.12	
Grade 5		7.29			62.50			30.21	
All Grades		5.12			71.26			23.62	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.48			58.90			35.62	
Grade 4		5.88			67.06			27.06	
Grade 5		6.25			61.46			32.29	
All Grades		5.91			62.60			31.50	

Conclusions based on this data:

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 the 2022-2023 ELA CAASPP Data in comparison to our 2021-2022 ELA CAASPP Data, Third Grade remained at 25% of students who Met or Exceeded. For Fourth Grade, they demonstrated a slight increase of 1% (from 25% to 26%) students who Met or Exceeded. For Fifth Grade, they demonstrated a slight decrease of 3% (from 29% to 26%) students who Met or Exceeded.

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. During first instruction, teachers will provide high quality instructional strategies and teach rigorous lessons that will provide students with access to the core standards to make learning meaningful and improve student outcomes based on the 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		74			73			73			98.6	
Grade 4		87			85			85			97.7	
Grade 5		97			96			96			99.0	
All Grades		258			254			254			98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.			5.48			26.03			24.66			43.84	
Grade 4		2412.			4.71			16.47			29.41			49.41	
Grade 5		2422.			3.13			7.29			27.08			62.50	
All Grades	N/A	N/A	N/A		4.33			15.75			27.17			52.76	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.33			43.84			43.84	
Grade 4		9.41			43.53			47.06	
Grade 5		4.17			32.29			63.54	
All Grades		8.27			39.37			52.36	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.22			49.32			42.47	
Grade 4		9.41			40.00			50.59	
Grade 5		3.13			46.88			50.00	
All Grades		6.69			45.28			48.03	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.85			60.27			32.88	
Grade 4		4.71			56.47			38.82	
Grade 5		2.08			50.00			47.92	
All Grades		4.33			55.12			40.55	

Conclusions based on this data:

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 the 2022-2023 Math CAASPP Data in comparison to our 2021-2022 Math CAASPP Data, Third Grade demonstrated a decrease of 12% (from 32% to 20%) of students who Met or Exceeded. For Fourth Grade, they demonstrated an increase of 7% (from 22% to 28%) students who Met or Exceeded. Fourth Grade also demonstrated a decrease of 13% (from 49% to 36%) of students Below the Standard (Standard Not Met). For Fifth Grade, they demonstrated an increase of 4% (from 10% to 14%) students who Met or Exceeded.

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). During first instruction, teachers will provide high quality instructional strategies and teach rigorous lessons that will provide students with access to the core standards to make learning meaningful and improve student outcomes based on the state standards. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	1452.5		*	1464.9		*	1439.4		*	29	
2	1452.7	1469.4		1454.9	1482.2		1450.0	1456.0		43	50	
3	1481.9	1482.6		1477.6	1478.8		1485.8	1485.9		65	47	
4	1506.6	1528.5		1504.0	1531.0		1508.8	1525.4		57	59	
5	1516.0	1551.2		1514.9	1547.1		1516.8	1554.8		39	47	
All Grades										208	232	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	7.14		*	42.86		*	28.57		*	21.43		*	28	
2	4.65	14.89		39.53	34.04		37.21	29.79		18.60	21.28		43	47	
3	6.15	10.64		35.38	34.04		41.54	29.79		16.92	25.53		65	47	
4	10.53	37.29		42.11	30.51		38.60	23.73		8.77	8.47		57	59	
5	12.82	40.43		35.90	42.55		33.33	12.77		17.95	4.26		39	47	
All Grades	8.17	24.12		37.50	35.96		38.46	24.56		15.87	15.35		208	228	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	25.00		*	50.00		*	14.29		*	10.71		*	28	
2	13.95	36.17		34.88	29.79		37.21	23.40		13.95	10.64		43	47	
3	16.92	14.89		47.69	48.94		16.92	19.15		18.46	17.02		65	47	
4	33.33	54.24		43.86	32.20		19.30	8.47		3.51	5.08		57	59	
5	25.64	63.83		43.59	29.79		20.51	6.38		10.26	0.00		39	47	
All Grades	22.12	40.79		42.31	36.84		23.08	14.04		12.50	8.33		208	228	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	7.14		*	14.29		*	35.71		*	42.86		*	28	
2	4.65	6.38		23.26	36.17		46.51	27.66		25.58	29.79		43	47	
3	6.15	8.51		21.54	27.66		46.15	36.17		26.15	27.66		65	47	
4	7.02	22.03		26.32	27.12		40.35	28.81		26.32	22.03		57	59	
5	10.26	17.02		10.26	25.53		48.72	51.06		30.77	6.38		39	47	
All Grades	6.73	13.16		21.15	27.19		44.71	35.53		27.40	24.12		208	228	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	37.04		*	55.56		*	7.41		*	27	
2	2.33	23.40		83.72	70.21		13.95	6.38		43	47	
3	14.06	36.17		67.19	42.55		18.75	21.28		64	47	
4	29.82	54.24		61.40	38.98		8.77	6.78		57	59	
5	20.51	34.04		66.67	61.70		12.82	4.26		39	47	
All Grades	16.91	37.89		68.60	52.86		14.49	9.25		207	227	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	17.86		*	71.43		*	10.71		*	28	
2	16.28	34.04		65.12	57.45		18.60	8.51		43	47	
3	27.69	28.26		58.46	50.00		13.85	21.74		65	46	
4	42.59	47.46		48.15	47.46		9.26	5.08		54	59	
5	45.95	85.11		43.24	14.89		10.81	0.00		37	47	
All Grades	32.02	44.93		55.17	46.26		12.81	8.81		203	227	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	14.81		*	29.63		*	55.56		*	27	
2	20.93	14.89		51.16	55.32		27.91	29.79		43	47	
3	4.62	2.13		53.85	46.81		41.54	51.06		65	47	
4	10.53	11.86		61.40	55.93		28.07	32.20		57	59	
5	10.26	17.02		48.72	72.34		41.03	10.64		39	47	
All Grades	10.58	11.89		54.33	54.19		35.10	33.92		208	227	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	10.71		*	67.86		*	21.43		*	28	
2	0.00	12.77		69.77	51.06		30.23	36.17		43	47	
3	15.38	36.17		63.08	46.81		21.54	17.02		65	47	
4	7.02	44.07		75.44	45.76		17.54	10.17		57	59	
5	5.13	40.43		76.92	57.45		17.95	2.13		39	47	
All Grades	7.69	31.14		69.71	52.19		22.60	16.67		208	228	

Conclusions based on this data:

Based off our Summative ELPAC Data from Spring 2022-2023, our Kindergarten 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 Kindergarten, a majority of our students (41%) were at Somewhat Developed (Level 2) while 34% were at Minimally Developed. For First Grade, a majority of our students (39%) were at Somewhat Developed (Level 2) while 36% were at Moderately Developed (Level 3). For Second Grade, a majority of our students (40%) were at Somewhat Developed (Level 2) while 37% were at Moderately Developed (Level 3).

For Third Grade, a majority of our students (36%) were at Moderately Developed (Level 3) while 31% were at Somewhat Developed (Level 2). The 13% of Well-Developed Students (Level 4) will be able to reclassify if they meet the English Language Arts criteria. For Fourth Grade, a majority of our students (36%) were at Moderately Developed (Level 3) while 28% were at Well Developed (Level 4). 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 (30%) were at Moderately Developed (Level 3) while 40% were at Somewhat Developed. The 21% of Well-Developed Students (Level 4) 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 year’s growth across the domains on the ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
478	**93.7**	**65.5**	**1.3**
Total Number of Students enrolled in Rose Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	313	65.5
Foster Youth	6	1.3
Homeless	55	11.5
Socioeconomically Disadvantaged	448	93.7
Students with Disabilities	80	16.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian		
Asian	3	0.6
Filipino		
Hispanic	464	97.1
Two or More Races		
Pacific Islander		
White	9	1.9

Conclusions based on this data:

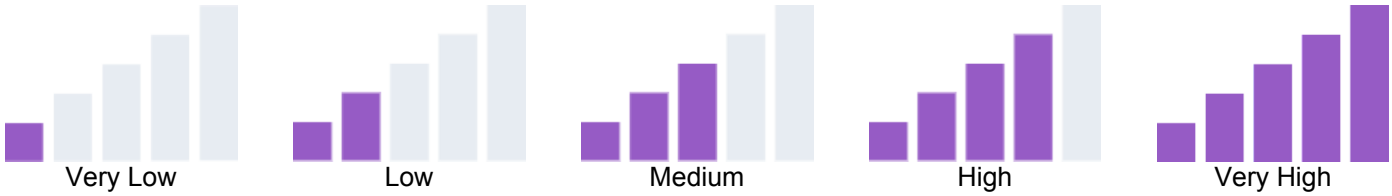
Based on the 2021-2022 Dashboard for Student Population, there were a total of three significant student groups at Rose Avenue Elementary School: Socioeconomically Disadvantaged (93.7%), English Learners (65.5%), and Students will Disabilities (16.7%). Based on the 2022 Dashboard for Enrollment by Race/Ethnicity, there was one significant student group at Rose Avenue Elementary School: Hispanic (97.1%). Based on the Student Population data for these three significant student groups, Rose Avenue Elementary School will focus on analyzing formative and summative assessments in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted intervention for students not meeting grade-level standards. To support the student group of Socioeconomically Disadvantaged students, Rose Avenue Elementary School will ensure that our students and families have equitable access to academic and social emotional support to ensure their success in school. To support the student group of English Learners, Rose Avenue Elementary School will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day. We will also analyze formative and summative assessments in order to progress monitor our English Learner's progress towards proficiency in their language acquisition especially in the ELPAC domains of Oral Expression (Listening and Speaking) and Written Expression (Reading and Writing). To support the student group of Students with Disabilities, Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet both their academic and social emotional goals based on their Individualized Education Plans (IEPs). Our Special Education Case Managers will collaborate with their General education colleagues, Special Education counterparts, School Psychologist, and Special Education partners at the District Office in order to provide an enriching educational plan that meets their students' various needs.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Based on the 2022 Fall Dashboard for Overall Performance for All Students, Rose Avenue Elementary School is at the Low level for English Language Arts, Math, and English Learner Progress. Based on the 2022 Overall Performance, Rose Avenue Elementary School will focus on analyzing formative and summative assessments in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted intervention for students not meeting grade-level standards. Teachers and School Administration will meet three to five times a year

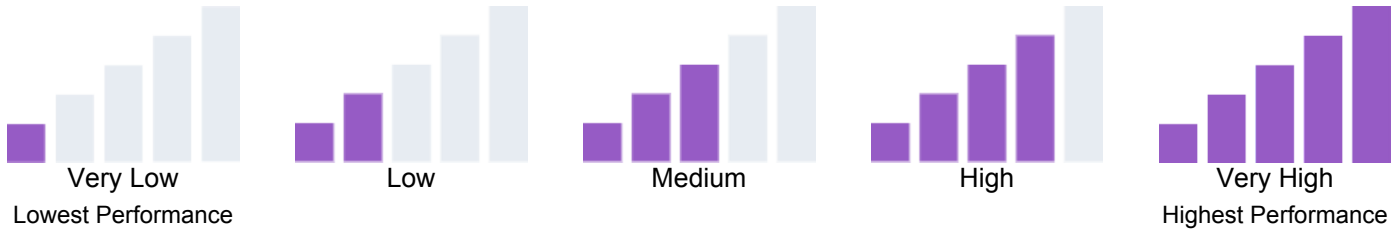
during Student Monitoring Conferences to monitor student progress, analyze academic data, and identify targeted standards needed to increase academic achievement. Based on the 2022 Fall Dashboard for Overall Performance for All Students, Rose Avenue Elementary School is at the “Very High” Level for Chronic Absenteeism. 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 month, the Attendance Team will provide Attendance Incentives with the use of an "Attendance Punch Card" to promote an increase students' daily attendance and decrease the rate of chronic absenteeism. Based on the 2022 Fall Dashboard for Overall Performance for All Students, Rose Avenue Elementary School is at the “Low” level for Suspension Rate. In order to maintain a “Low” level of suspension rates, School Administrators will continue to implement progressive discipline with the use of Restorative Justice practices, Social Emotional Supports, Referrals to the School Counselor as needed, and support positive behavior with our site’s PBIS efforts.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

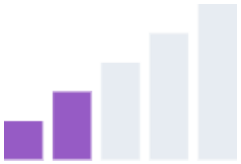
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
58.2 points below standard	53.3 points below standard	3 Students
240 Students	192 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
75.5 points below standard	59.8 points below standard	147.6 points below standard
39 Students	225 Students	57 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 57.2 points below standard 230 Students			No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.2 points below standard	22.8 points below standard	85.2 points below standard
145 Students	47 Students	46 Students

Conclusions based on this data:

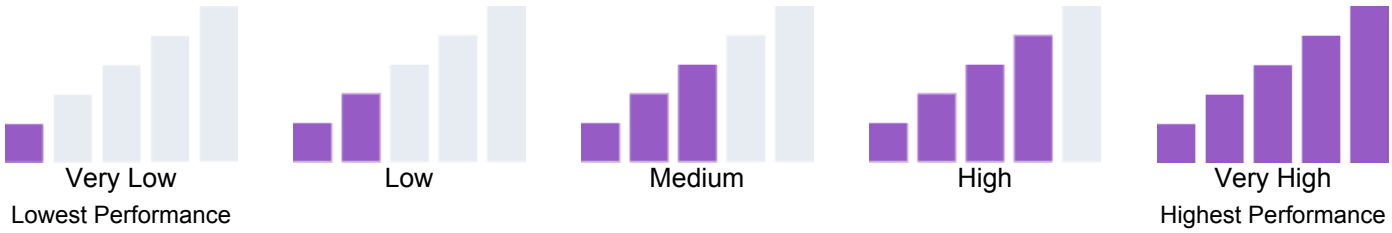
Based on the 2022 Fall Dashboard English Language Arts Performance for All Students/Student Groups, all students, especially the three student groups represented by English Learners, Hispanic, and Socioeconomically Disadvantaged Students, were at the Low level. The two student groups represented by Homeless and Students with Disabilities were at “Very Low” levels. Rose Avenue Elementary School's 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. 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. 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. Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet their academic and goals based on their Individualized Education Plans (IEPs).Our Special Education Case Managers will collaborate with their General education colleagues, Special Education counterparts, School Psychologist, and Special Education partners at the District Office in order to provide an enriching educational plan that meets their students’ various needs.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

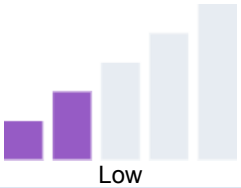
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
76.1 points below standard	76.8 points below standard	3 Students
240 Students	192 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Low	Low	Very Low
78.6 points below standard	77.3 points below standard	146.4 points below standard
39 Students	225 Students	57 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 74.2 points below standard 230 Students			No Performance Level 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
79.9 points below standard 145 Students	67.1 points below standard 47 Students	78.4 points below standard 46 Students

Conclusions based on this data:

Based on the 2022 Fall Dashboard Mathematics Performance for All Students/Student Groups, all students, especially the four student groups represented by English Learners, Homeless, Hispanic and Socioeconomically Disadvantaged Students, were at the Low level. The student group represented by Students with Disabilities was at the “Very Low” level. Rose Avenue Elementary School’s classroom teachers will focus on integrating Mathematical Mindset strategies and Pre-K to 3 Coherence Collaboration (P3CC) 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 the instructional day. 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 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. 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. Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet their academic and goals based on their Individualized Education Plans (IEPs).Our Special Education Case Managers will collaborate with their General education colleagues, Special Education counterparts, School Psychologist, and Special Education partners at the District Office in order to provide an enriching educational plan that meets their students’ various needs.

School and Student Performance Data

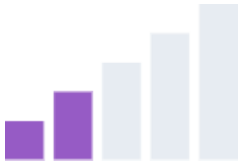
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

69.5 making progress towards English language proficiency

Number of EL Students: 154 Students

Performance Level: 2

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.

2022 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
7.1%	23.4%	0.0%	69.5%

Conclusions based on this data:

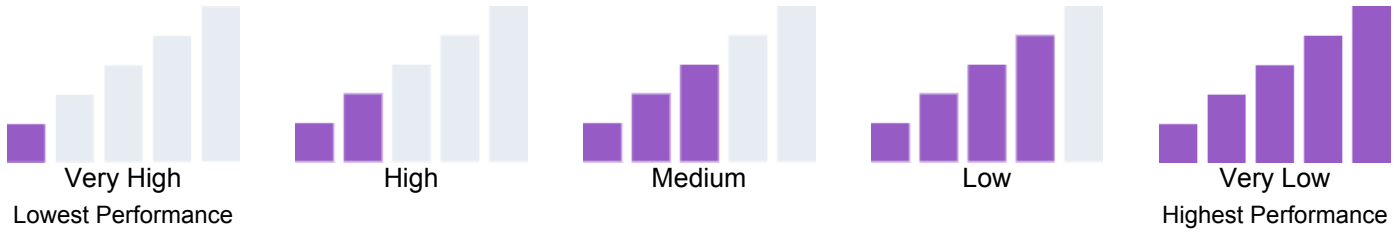
Based on the 2022 Fall Dashboard English Learner Progress Indicator, our student group pf English Learners is at the “Low” level pf progress. Rose Avenue Elementary school’s classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in grades Transitional Kindergarten through 5th grades will continue to receive daily Designated ELD instruction at their designated proficiency level to enable 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
35.3% Chronically Absent	30.2% Chronically Absent	Less than 11 Students
519 Students	341 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
33.8% Chronically Absent	36.3% Chronically Absent	43.4% Chronically Absent
80 Students	491 Students	99 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students		No Performance Level Less than 11 Students 5 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 35.5% Chronically Absent 501 Students		No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 10 Students

Conclusions based on this data:

Based on the 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Groups, all students, especially the five student groups represented by English Learners, Homeless, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic were at the “Very High” level. 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 month, the Attendance Team will provide Attendance Incentives with the use of an "Attendance Punch Card" to increase students' daily attendance and decrease the rate of chronic absenteeism. School staff will provide support to families and will recommend and/or refer parents to Ventura County based social services, counseling, or other community-based services 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	3	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
0.6% suspended at least one day	0.6% suspended at least one day	Less than 11 Students
544 Students	350 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	Low	Very Low
1.2% suspended at least one day	0.6% suspended at least one day	0% suspended at least one day
81 Students	511 Students	101 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students		No Performance Level Less than 11 Students 6 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 0.6% suspended at least one day 523 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 10 Students

Conclusions based on this data:

Based on the 2022 Fall Dashboard Suspension Rate for All Students/Student Group, all students, especially the three student groups represented by English Learners, Hispanic. and Socioeconomically Disadvantaged, were at the “Low” level. The student group of Students with Disabilities was at the “Very Low” level of suspensions. In order to maintain a “Low” level of suspension rates, School Administrators will continue to implement progressive discipline with the use of Restorative Justice practices, Social Emotional Supports, Referrals to the School Counselor as needed, and support positive behavior with our site’s PBIS efforts. Our school will continue to be dedicated to establishing and reinforcing positive relationships with our students in order to maintain a positive 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

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 2023 STAR 360: • Kindergarten-61% • 1st grade- 41% • 2nd grade- 21% • 3rd grade- 17% • 4th grade- 29% • 5th grade- 24%	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- 78% • 1st grade-75% • 2nd grade- 41% • 3rd grade- 37% • 4th grade- 35% • 5th grade- 44%
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 2022-2023 school year: • 3rd grade- 25% • 4th grade- 26% • 5th grade- 26%	bands on the SBAC for ELA. The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 40% • 4th grade- 41% • 5th grade- 41%
CAASPP Math	The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 2022-2023 school year: • 3rd grade- 20% • 4th grade- 28% • 5th grade- 14%	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- 35% • 4th grade- 43% • 5th grade- 40%
STAR 360 Math: 1st - 5th grades	The percentage of students who scored At or Above Benchmark on the Spring 2023 STAR 360: • 1st grade- 31% • 2nd grade- 27% • 3rd grade- 29% • 4th grade- 33% • 5th grade- 19%	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- 45% • 2nd grade- 41% • 3rd grade- 40% • 4th grade- 45% • 5th grade- 45%
Accelerated Reader Quizzes: 2nd-5th grades	The percentage of students who Met Benchmark (85% and above) in Spring 2023:	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-19% • 3rd grade- 15% • 4th grade- 21% • 5th grade- 42%	the Spring of the 20223-2024 school year will increase at least by 15%. • 2nd grade- 44% • 3rd grade- 30% • 4th grade- 36% • 5th grade- 57%
ELPAC	28% (45/162) English Learners in 3rd-5th grades were reclassified during the 2022-2023 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 43% of English Learners in 3rd-5th grades to be reclassified during the 2023-2024 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 3-5 times a year. Data will be analyzed to monitor student progress and to determine interventions as needed. These interventions will include concepts and strategies from the Summer 2023 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)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings, IEP Meetings, and Student Monitoring Conferences
511	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings, IEP 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, Newcomers, 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. The school site will provide supplemental materials such as books other than textbooks and replenish computer supplies for ELPAC testing such as loaner iPads and headphones.

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

Amount(s)	Source(s)
3,000	Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers (Tutoring)
685	Title III

	3000-3999: Employee Benefits Certificated Benefits
10,000	Title III 5800: Professional/Consulting Services And Operating Expenditures Professional Development (ELPAC, CABE, ELD)
	District Funded 1000-1999: Certificated Personnel Salaries EL TOSAs
3,513	Title III 4000-4999: Books And Supplies Materials, Supplies, Books Other Than Textbooks
2,000	Title III 4000-4999: Books And Supplies Computer Supplies and Software
500	Title III 5700-5799: Transfers Of Direct Costs Publications/Graphics Department
500	Title III 5000-5999: Services And Other Operating Expenditures CABE and VC CABE Memberships

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 appropriate interventions and enrichment opportunities, organize activities based on our strands (Science and Wellness), and reward students with both academic and social emotional 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)

30,614	LCFF 4000-4999: Books And Supplies Materials, Supplies, Student Incentives
5,000	LCFF 5700-5799: Transfers Of Direct Costs Warehouse Charges
1,500	LCFF 5700-5799: Transfers Of Direct Costs Publications/Graphics Department
1,000	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)
23,813	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP
5,436	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Benefits
23,813	Title I 1000-1999: Certificated Personnel Salaries ISP
5,436	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits
	District Funded 1000-1999: Certificated Personnel Salaries

	Literacy Intervention Teacher

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

In order to provide enrichment based on our school strand of Science and Wellness, we will hire a Limited Term Instructional Assistant who will support classroom teachers on Science lessons and experiments.

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

Amount(s)	Source(s)
6,500	Title I 2000-2999: Classified Personnel Salaries Limited Term Instructional Assistant
1,500	Title I 3000-3999: Employee Benefits Limited Term Instructional Assistant

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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 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 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. The technician will also be able to provide extension activities such as Book Clubs and Literature 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 2000-2999: Classified Personnel Salaries Library/Media Tech Salary
	Materials/Supplies/Incentives: Goal 1, Strategy 3
2,330	LCFF 4000-4999: Books And Supplies Library Books/Books Other than Textbooks
500	Title I 2000-2999: Classified Personnel Salaries Library/Media Tech: Extra help
250	Title I 3000-3999: Employee Benefits Library/Media Tech: Extra help

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

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 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 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 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.

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 and for other high performing 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 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

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)
5,000	LCFF 1000-1999: Certificated Personnel Salaries Teachers: Extra Help/Tutoring
1,250	LCFF 3000-3999: Employee Benefits 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

Support registration fees, assemblies, 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)
4,377	Title I

	5000-5999: Services And Other Operating Expenditures Field Trip Transportation
1,300	LCFF 5000-5999: Services And Other Operating Expenditures Services, registration, and entrance fees

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 loaner iPads to students when necessary for classroom lessons and district/state testing. (For example, if iPads are damaged or left at home.) Replenish computer supplies and software as needed. (For example, replenish headphones and keyboards.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 4000-4999: Books And Supplies Computer Equipment Over $500
1,000	LCFF 4000-4999: Books And Supplies Computer Supplies and Software

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

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 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.

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 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The 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, TOSAs (Ed Tech, Literacy, TK/K, ELD), Science Instructional Specialist, and History/Social Science Specialist. Rose Avenue will also have a site-based Literacy TOSA that will support teachers with high quality, rigorous literacy instruction to meet the needs of our students.

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

Amount(s)	Source(s)
5,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Travel and Conference
	District Funded 1000-1999: Certificated Personnel Salaries Site-Based Literacy TOSA
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager and TOSAs

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

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: 2022-23

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, 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 only able to hire one Intervention Service Provider in March 2023. 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 and family workshops, but our 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 2022-2023 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 2023 Panorama Data: Kinder-2nd Grade Emotion Regulation: 77% Self-Management: 47% Social Awareness: 65% Spring 2023 Panorama Data: 3rd-5th Grade Emotion Regulation: 51% Growth Mindset: 58% Self-Management: 66% Engagement: 60% Sense of Belonging: 64% Social Awareness: 66% Teacher-Student Relationships: 79%	Increase positive Panorama survey results by 10% across Kinder-2nd Grade: Emotion Regulation: 90% Self-Management: 60% Social Awareness: 75% Increase positive Panorama survey results by 10% across 3rd-5th Grades: Emotion Regulation: 65% Growth Mindset: 70% Self-Management: 75% Engagement: 70% Sense of Belonging: 75% Social Awareness: 75% Teacher-Student Relationships: 85%
Suspension Rate	For the 2022-2023 school year, there was a total of 1 (-0.01%) off-campus suspensions.	Maintain a very low off-campus suspension rate and continue to reduce suspension rates.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Discipline Referrals	Based on Office Referral Data for the 2022-2023 school year, there were 393 office referrals.	Office Referrals will be reduced by 25% during the 2023-2024 school year.
Attendance Rate	The average school wide yearly attendance was 93% for the 2022-2023 school year. The Chronic Absence percentage was 7% for the 2021-2022 school year.	Increase the annual attendance rate by 6%. Reduce the 2023-2024 Chronic Absence rate by 6%.

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 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 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 month, the Attendance Team will provide Attendance Incentives with the use of an "Attendance Punch Card" 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)
500	LCFF 2000-2999: Classified Personnel Salaries Clerical Extra Help: Family/Parent Support
5,500	LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime: Family/Parent Support
2,160	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 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 or working 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)
5,000	LCFF 2000-2999: Classified Personnel Salaries Extra Help from Campus Supervisors
1,800	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)
2,800	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreement for Shredding 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

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)
3,500	LCFF 1000-1999: Certificated Personnel Salaries Administrative Support/Extra Help
650	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: 2022-23

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 2022-2023 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 2022-2023 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)	For the 2022-2023 School year, Parent Attendance ranged from 10-15 parents per meeting and/or workshop.	Parent attendance at school meetings and workshops will increase by 40% during the 2023-2024 school year as measured by attendance sign-in sheets.
Parent Participation in ELAC meetings	For the 2022-2023 School year, Parent attendance at ELAC meetings ranged from 8-12 parents per meeting.	Parent attendance at ELAC meetings will increase by 40% during the 2023-2024 school year as measured by ELAC attendance sign-in sheets.
Panorama: Parent Survey	For the 2022-2023 Spring Window, our site had 131 parent responses. School Climate: 82% Family Efficacy: 80% Barriers to Engage: 72% Family-School Communication: 70% Family Engagement: 12%	Parent Responses will increase by 100 responses during the 2023-2024 school year as measured by the Panorama survey. Our goal is to increase the Panorama Survey Results by 15% in the areas of: School Climate: 97%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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 ParentSquare, 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)
1,500	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help
1,500	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Overtime
1,000	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, Outreach Coordinator, Support Staff, and Classroom Teachers. 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 I 2000-2999: Classified Personnel Salaries Outreach Coordinator: Extra Help & Overtime
1,000	Title I 1000-1999: Certificated Personnel Salaries Counselor: Extra Hours/Overtime
500	LCFF 1000-1999: Certificated Personnel Salaries Counselor: Extra Hours/Overtime
574	Title I 3000-3999: Employee Benefits Outreach Coordinator Benefits
229	Title I 1000-1999: Certificated Personnel Salaries Counselor's Benefits
100	LCFF 3000-3999: Employee Benefits Counselor's Benefits
500	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants: Extra Help
100	LCFF 3000-3999: Employee Benefits Instructional Assistants' Benefits
	LCFF 1000-1999: Certificated Personnel Salaries Teachers' Extra Help: See Goal 1, Strategy 16

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, Open House, 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 2023-2024 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)
750	Title III 2000-2999: Classified Personnel Salaries Babysitting (Campus Supervisors)
324	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 16

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

	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

Parents and families will be invited to attend 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: 2022-23

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 2022-2023 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	$182,315.00

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	$81,115.00
LCFF - Intervention	$29,249.00

Subtotal of state or local funds included for this school: $110,364.00

Total of federal, state, and/or local funds for this school: $182,315.00

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	81,115	0.00
LCFF - Intervention	29,249	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	81,115.00
LCFF - Intervention	29,249.00
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	11,511.00
2000-2999: Classified Personnel Salaries	LCFF	11,500.00
3000-3999: Employee Benefits	LCFF	6,060.00
4000-4999: Books And Supplies	LCFF	36,444.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,100.00
5700-5799: Transfers Of Direct Costs	LCFF	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	29,249.00
1000-1999: Certificated Personnel Salaries	Title I	30,478.00

2000-2999: Classified Personnel Salaries	Title I	8,500.00
3000-3999: Employee Benefits	Title I	2,324.00
5000-5999: Services And Other Operating Expenditures	Title I	4,377.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	3,000.00
2000-2999: Classified Personnel Salaries	Title III	3,750.00
3000-3999: Employee Benefits	Title III	2,009.00
4000-4999: Books And Supplies	Title III	5,513.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00
5700-5799: Transfers Of Direct Costs	Title III	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	150,828.00
Goal 2	21,910.00
Goal 3	9,577.00

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
Margarita Bernard	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
SanJuana Franco	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 5/31/2023.

Attested:

	Principal, Diana Perez on 5/31/2023
	SSC Chairperson, Leticia Vidal on 5/31/2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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	May 10, 2023	August 2023

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
ATSI- Special Education

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. Our vision and mission

are in line with the vision and mission of the Oxnard School District. Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.
Vision: Ignite, Transform, Nurture, Embrace.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect, and Caring; and Professional Accountability and Service. Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.
All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

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 and Vision and Mission of the district. 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. Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; building school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

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 staff and collaboration meetings, 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 is dedicated to promoting 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. The 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 the 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 and Leveled Literacy Intervention program results. Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to low growth of our Special Education students on the SBAC. The CDE makes this determination based on previous student performance from state-mandated assessments and data collection. We have identified strategies/activities to address this, such as providing tutoring for learning recovery after-school and including them in targeted universal access times during the day to focus on their academic growth. 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 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 to provide additional social-emotional support they may need to succeed.

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 basic and social-emotional needs. Parents participate in positive parenting programs like "Parent Project" through an in-person platform in the Spring. We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten or middle school. 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 embrace OSD's Student Profile and 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. Formal classroom observations are conducted at least twice per year, and a meeting to discuss observations, develop and develop a plan of improvement (if necessary) is discussed. Informal classroom observations are scheduled at a minimum of three week intervals. The information gathered is shared with staff to discuss current strategies being implemented and review student engagement. 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, Leadership Team, 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
Leveled Literacy Intervention Assessments
CAASPP (SBAC) Assessment results

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 and after each district assessment window with the administrator. 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. District TOSA's (Teachers on Special Assignment) are available to provide support to teachers during staff meetings, PLC meeting times, and individual/small group professional development.

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? How are these represented in our student REport Card Outcomes?
(2) How will we know if they 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 Support (MTSS) to help our underperforming students meet grade-level standards. This is an instructional model that 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 the teacher, administrator, 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's 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 MTSS Team, 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 of 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)

At 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 the success of all students. We invite our families to participate in all of our activities. In order to allow families to participate, our meetings are offered in person or through a virtual platform (zoom).

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
*School Site Council meetings
*ELAC meetings
*Parent Nutrition Classes
*Parent Project parenting classes
*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 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 2023-2024 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 2023-24 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 and In-Person)
*Parent Conferences (CABE- In-Person)
*Enrichment Field Trips
*Substitutes for MTSS/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.

Educational Partner 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 April, May, and June. ELAC members review and give recommendations during the April and May meetings. 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 from May through June. All Education Partners 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 throughout the year for all Educational Partners.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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 encountered was the limited number of teachers and staff available to provide after-school tutoring to our students not meeting grade-level standards and English learner students. Due to time constraints and transportation, we were unable to provide our ATSI students (Special Education students) enough after-school tutoring opportunities in learning recovery for the entire year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.19%	0.19%		1	1
African American	1.2%	0.75%	1.34%	7	4	7
Asian	%	%	0.38%			2
Filipino	1.2%	0.94%	1.53%	7	5	8
Hispanic/Latino	90.7%	92.86%	91.97%	517	494	481
Pacific Islander	0.2%	0.38%	0.19%	1	2	1
White	4.9%	3.76%	3.25%	28	20	17
Multiple/No Response	1.8%	1.13%	1.15%	10	6	6
			Total Enrollment	570	532	523

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	104	103	124
Grade 1	98	82	78
Grade 2	93	93	82
Grade3	83	84	97
Grade 4	99	74	78
Grade 5	93	96	64
Total Enrollment	570	532	523

Conclusions based on this data:

Based on the Enrollment by Student, we have had a slight increase in the percentage of African-American students (as compared to the previous two years), a slight decrease in the percentage of Hispanic/Latino students (from the previous year), and an increase in the percentage of Filipino students (from the previous year). We are continuing to implement a Culturally Responsive teaching approach with our students that focuses on an asset-based model. We plan on continuing to incorporate activities to honor our diverse cultural backgrounds (celebrating different cultures, and customs, and being inclusive of all students). 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 students returning 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	270	282	276	47.40%	53.0%	52.8%
Fluent English Proficient (FEP)	53	26	15	9.30%	4.9%	2.9%
Reclassified Fluent English Proficient (RFEP)	47			17.4%		

Conclusions based on this data:

Sierra Linda's overall English Learners population has decreased due to the high cost of living in our area. However, we have increased 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. We will be offering after-school tutoring for EL students that focus on preparing students to pass the ELPAC Assessment and make them candidates for reclassification.

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	49	3	6%	7	14%	6	12%	33	67%	4	805
Grade 1	79	20	25%	8	10%	10	13%	41	52%	4	824
Grade 2	28	27	96%	1	4%	0	0%	0	0%	1	746

Conclusions based on this data:

At Sierra Linda, as of April 2023, 77% of Kinder students and 57% of 1st Grade students scored At or Above Benchmark on the STAR Early Literacy assessment. In 2nd grade, all students are given the Star Reading assessment, but students who score below a certain threshold are given the Star Early Literacy. During the April 2023 assessment window, we had 21 students in 2nd grade score at Urgent Intervention on the STAR Early Literacy Assessment 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, staff meetings, and data meetings with the administrator.

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	79	34	43%	21	27%	13	16%	11	14%	2	894
Grade 3	102	39	38%	28	27%	17	17%	18	18%	1	937
Grade 4	82	34	41%	11	13%	20	24%	17	21%	2	997
Grade 5	64	40	63%	15	23%	6	9%	3	5%	1	979

Conclusions based on this data:

In reviewing the April 2023 data presented, 30% of our 2nd Grade students and 26% of our 3rd Grade students have reached the At/Above level on the STAR360 Reading assessment. In 4th grade, 40% of students reached the At/Above Level, and in 5th Grade, only 21% reached the At/Above Level on the STAR360 Reading. We will continue to place our resources into providing reading support and providing opportunities needed for students to reach proficiency levels. 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	77	21	27%	17	22%	27	35%	12	16%	2	852
Grade 2	85	34	40%	20	24%	19	22%	12	14%	2	894
Grade 3	101	41	41%	28	28%	17	17%	15	15%	2	950
Grade 4	81	28	35%	21	26%	20	25%	12	15%	2	1003
Grade 5	62	45	73%	8	13%	6	10%	3	5%	1	994

Conclusions based on this data:

The data from our April 2023 STAR360 assessment window shows that 41% of 1st Grade students, 36% of 2nd Grade students, 32% of 3rd Grade students, and 40% of 4th Grade students met the At/Above Benchmark Level on the STAR360 Math assessment. Our lowest performing grade is 5th Grade with 15% 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. Our District TOSA will work closely with our 5th Grade Teachers in reviewing data and lesson planning.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		81			81			81			100.0	
Grade 4		72			72			72			100.0	
Grade 5		99			97			97			98.0	
All Grades		252			250			250			99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.			13.58			14.81			23.46			48.15	
Grade 4		2383.			4.17			11.11			22.22			62.50	
Grade 5		2434.			3.09			18.56			21.65			56.70	
All Grades	N/A	N/A	N/A		6.80			15.20			22.40			55.60	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.88			56.79			33.33	
Grade 4		1.39			65.28			33.33	
Grade 5		7.22			53.61			39.18	
All Grades		6.40			58.00			35.60	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.64			43.21			48.15	
Grade 4		0.00			44.44			55.56	
Grade 5		3.09			50.52			46.39	
All Grades		4.00			46.40			49.60	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.41			75.31			17.28	
Grade 4		5.56			76.39			18.06	
Grade 5		8.25			74.23			17.53	
All Grades		7.20			75.20			17.60	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.88			64.20			25.93	
Grade 4		0.00			63.89			36.11	
Grade 5		9.28			57.73			32.99	
All Grades		6.80			61.60			31.60	

Conclusions based on this data:

We compared several years of data with last year's preliminary data. We have identified specific areas of strength/weakness per grade level. Based on the PReliminary Data, the percentage of students in the "Overall At/Above" standard on the CAASPP increased while the percentage of students between 21-22 and 22-23 school years for Grades 3 and 4. Our 5th Grade students show a decrease in the number of students scoring "Overall At/Above" on the ELA CAASPP as compared to the previous year. Based on Preliminary Data our current 3rd-grade students have increased the number of students scoring on the Met or Exceeded Grade Level standards from 27% (2021-2022) to 30% this academic school year in Language Arts. Our 4th-grade students have increased the number of students scoring on the Met or Exceeded Grade Level standards from 15% (2021-2022) to 29% this academic school year in Language Arts. Our current 5th grade have decreased in the number of students scoring on the Met or Exceeded Grade Level standards from 21% (2021-2022) to 10% this academic school year. The domain of Writing has been identified as an area of focus across all grade levels. In order to address the areas of most significant concern, the staff is committed to collaborating on best instructional practices to increase student engagement and address academic needs. We will dedicate Staff Meeting time, PLC/Collaboration meeting time, and Grade-Levele data meeting time (with TOSA) 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 with the administrator. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data, developing common assessments, and analyzing student work samples. After reviewing student data on a four to six-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 the teacher during designated universal access time and 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		81			81			81			100.0	
Grade 4		72			72			72			100.0	
Grade 5		99			97			97			98.0	
All Grades		252			250			250			99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2390.			11.11			13.58			27.16			48.15	
Grade 4		2386.			1.39			2.78			33.33			62.50	
Grade 5		2419.			1.03			7.22			27.84			63.92	
All Grades	N/A	N/A	N/A		4.40			8.00			29.20			58.40	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.81			44.44			40.74	
Grade 4		4.17			33.33			62.50	
Grade 5		1.03			41.24			57.73	
All Grades		6.40			40.00			53.60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.88			48.15			41.98	
Grade 4		0.00			34.72			65.28	
Grade 5		3.09			37.11			59.79	
All Grades		4.40			40.00			55.60	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.05			49.38			34.57	
Grade 4		2.78			38.89			58.33	
Grade 5		0.00			48.45			51.55	
All Grades		6.00			46.00			48.00	

Conclusions based on this data:

Based on Preliminary 2023 data, the percentage of students in grades 3 that 'Overall Met/ or Exceeded" the standards on the CAASPP stayed relatively the same (22%). Our 4th Grade students made a significant gain in the "Overall Met/Above Standard" score between 21-22 and Preliminary 22-23 school years, 5% to 29% respectively. Our 5th grade increased the number of students that "Overal Met/Exceeded" by 1% as compared to the 21-22 school year. Although we are extremely proud of the gains made by our students, it is also evident that not all of our students demonstrated adequate gains in Math. As we compare several years of data, we have identified specific areas of strengths/weaknesses per grade level and will be working with our district Math Manager and TOSAs (Teachers on Special Assignment) to focus on increasing student achievement. To address the areas of greatest concern, 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 for 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 the 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 four to six-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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1388.5			1407.4			1344.6			53	0	
1	1425.9	1412.3		1441.9	1429.9		1409.5	1394.1		32	16	
2	1468.3	1464.2		1473.6	1477.4		1462.7	1450.7		43	45	
3	1477.2	1494.0		1479.9	1495.7		1474.0	1491.8		57	44	
4	1497.5	1518.3		1496.9	1520.9		1497.5	1515.3		47	42	
5	1498.2	1536.2		1488.4	1534.5		1507.5	1537.4		29	39	
All Grades										261	186	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			26.42			39.62			33.96			53		
1	3.13	6.25		31.25	25.00		28.13	18.75		37.50	50.00		32	16	
2	6.98	4.65		41.86	41.86		39.53	37.21		11.63	16.28		43	43	
3	3.51	13.64		36.84	40.91		33.33	34.09		26.32	11.36		57	44	
4	10.64	21.43		34.04	45.24		44.68	28.57		10.64	4.76		47	42	
5	3.45	25.64		41.38	48.72		31.03	17.95		24.14	7.69		29	39	
All Grades	4.60	15.22		34.87	42.39		36.78	28.80		23.75	13.59		261	184	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.77			35.85			28.30			32.08			53		
1	12.50	18.75		34.38	12.50		25.00	31.25		28.13	37.50		32	16	
2	23.26	27.91		39.53	27.91		27.91	37.21		9.30	6.98		43	43	
3	24.56	38.64		35.09	29.55		22.81	20.45		17.54	11.36		57	44	
4	25.53	38.10		42.55	47.62		25.53	11.90		6.38	2.38		47	42	
5	20.69	51.28		51.72	38.46		6.90	2.56		20.69	7.69		29	39	
All Grades	18.39	36.96		39.08	33.70		23.75	19.57		18.77	9.78		261	184	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.89			9.43			33.96			54.72			53		
1	3.13	0.00		25.00	12.50		18.75	37.50		53.13	50.00		32	16	
2	2.33	0.00		37.21	27.91		34.88	41.86		25.58	30.23		43	43	
3	1.75	9.09		10.53	25.00		52.63	50.00		35.09	15.91		57	44	
4	2.13	4.76		19.15	40.48		46.81	30.95		31.91	23.81		47	42	
5	3.45	12.82		6.90	25.64		58.62	48.72		31.03	12.82		29	39	
All Grades	2.30	5.98		17.62	28.26		41.38	42.39		38.70	23.37		261	184	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.66			79.25			15.09			53		
1	12.50	20.00		75.00	40.00		12.50	40.00		32	15	
2	32.56	20.93		62.79	76.74		4.65	2.33		43	43	
3	26.32	50.00		49.12	45.45		24.56	4.55		57	44	
4	23.40	52.38		61.70	40.48		14.89	7.14		47	42	
5	10.34	17.95		68.97	76.92		20.69	5.13		29	39	
All Grades	19.16	34.43		65.13	57.92		15.71	7.65		261	183	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85			59.62			36.54			52		
1	12.50	12.50		53.13	50.00		34.38	37.50		32	16	
2	13.95	32.56		69.77	55.81		16.28	11.63		43	43	
3	36.84	47.73		47.37	31.82		15.79	20.45		57	44	
4	36.96	38.10		56.52	54.76		6.52	7.14		46	42	
5	46.43	68.42		35.71	23.68		17.86	7.89		28	38	
All Grades	24.42	43.17		54.65	42.62		20.93	14.21		258	183	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			65.38			34.62			52		
1	9.38	7.14		34.38	35.71		56.25	57.14		32	14	
2	11.90	4.65		64.29	69.77		23.81	25.58		42	43	
3	1.75	6.82		49.12	59.09		49.12	34.09		57	44	
4	6.38	4.76		57.45	69.05		36.17	26.19		47	42	
5	6.90	23.08		62.07	61.54		31.03	15.38		29	39	
All Grades	5.41	9.34		55.98	62.64		38.61	28.02		259	182	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.62			23.08			67.31			52		
1	0.00	6.25		50.00	56.25		50.00	37.50		32	16	
2	4.65	2.38		69.77	71.43		25.58	26.19		43	42	
3	5.26	11.36		68.42	75.00		26.32	13.64		57	44	
4	2.13	19.05		76.60	64.29		21.28	16.67		47	42	
5	6.90	15.38		72.41	69.23		20.69	15.38		29	39	
All Grades	5.00	11.48		59.23	68.85		35.77	19.67		260	183	

Conclusions based on this data:

Based on the preliminary data from the 2022-2023 ELPAC Assessment, we have shown growth in the number of students scoring at Overall Levels 3 or 4, in 3 out of 5 grade levels. We also increased the number of students scoring at an Overall Level 2 in 4 out of 5 grade levels. However, in reviewing the above baseline data and comparing it with Preliminary Data, we continue to see that students scoring in the Overall Level 1 have only decreased in 3 out of 5 grade levels. 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.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
532	**90.6**	**53.0**	**0.2**
Total Number of Students enrolled in Sierra Linda Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	282	53.0
Foster Youth	1	0.2
Homeless	20	3.8
Socioeconomically Disadvantaged	482	90.6
Students with Disabilities	118	22.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8
American Indian	1	0.2
Asian		
Filipino	5	0.9
Hispanic	494	92.9
Two or More Races	6	1.1
Pacific Islander	2	0.4
White	20	3.8

Conclusions based on this data:

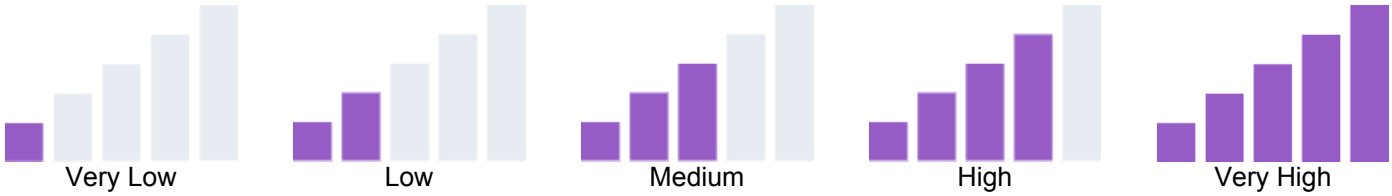
Sierra Linda's student population is 92.9% Latinos, with 53% of the Latinos being English Learners. We will continue providing designated and integrated ELD to ensure language acquisition and increase ELPAC test results. The majority of our students at Sierra Linda are socioeconomically disadvantaged. Over 90% of our student population qualify for free or reduced meals. School-wide, we participate in 100% free meals for all students. We have a large number of students that qualify for Special Education services due to our four Special Day Classes and our 2.5 Resource classes. Our Outreach Specialist ensures that our homeless and socially disadvantaged youths are offered weekend food backpacks. Families are connected to community agencies for housing, food, tutoring, and clothing. Although our African-American and White sub-groups are not considered significant sub-groups on the CAASPP Dashboard reporting system, we at Sierra Linda continue to focus on the needs of these students.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Based on preliminary results, Sierra Linda's 3rd and 4th-grade students improved in CAASPP Language Arts and Math. Based on preliminary scores, our fifth-grade students decreased by 6% in Language Arts and 1% in Math. We are very proud of the results our 3rd and 4th-grade students made compared to last year. However, we remain committed to improving all grade levels academic achievement. In math, our average of "at or exceeds standards" is improving in 3rd and 4th grade but not in 5th grade. Thus, Math is our area of most need and the area wherein we will

focus our grade-level collaboration. We will continue to focus on improving student achievement in ELA and Math. Through the CHAMPS initiative, we have been able to improve our student attendance and also support our students with their social-emotional needs. We will continue to provide tutoring through the use of Title II funds.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

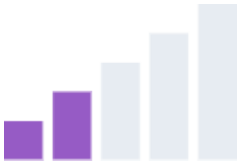
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
67.0 points below standard	67.6 points below standard	
246 Students	161 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
10 Students	69.3 points below standard	136.2 points below standard
	226 Students	66 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student		No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 69.3 points below standard 232 Students		No Performance Level 1 Student	No Performance Level 10 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.4 points below standard	27.2 points below standard	65.8 points below standard
120 Students	41 Students	84 Students

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 the "at or above" standard increased while the percentage of students in the "below" standard decreased between 21-22 and 22-23 school years. Our current 3rd and 4th graders increased the number of students that Met/Exceeded on the Language Arts portion of the CAASPP. Our current 5th grade decreased in Language Arts. Although we are extremely proud of the gains made by our students, it is also evident that a large portion of our students didn't demonstrate mastery of standards in ELA. We have identified Writing as an area of focus across all grade levels. In order to address the areas of greatest concerns, students not making any overall growth and Writing, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and Writing. The topics of discussion and collaboration have been agreed upon by the site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by small group instruction provided by Intervention Support Providers (ISP). In addition, classroom teachers are purposeful when providing small group intervention and initial lessons. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners with Tittle III funds. We will also continue to provide target intervention during the school day by the teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day, and focus on all our subgroups.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

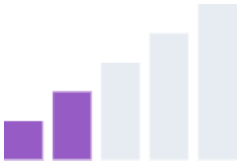
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
84.4 points below standard	87.0 points below standard	
246 Students	161 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
10 Students	87.0 points below standard	140.8 points below standard
	226 Students	66 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student		No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 87.4 points below standard 232 Students		No Performance Level 1 Student	No Performance Level 10 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.9 points below standard 120 Students	66.7 points below standard 41 Students	79.5 points below standard 84 Students

Conclusions based on this data:

As we compare several years of data, we have identified specific areas of strength/weakness per grade level. The percentage of students in 4th-grade "at or above" standard increased while the percentage of students in the "below" standard decreased between 21-22 and 22-23 school years. Our current 3rd-grade students decreased by 3% and 5th-grade students by 1% "at or above" standard n Math. Although we are extremely proud of the gains made by our students, it is also evident that a majority of our students demonstrated not to score "at or above" in Math. In the domain of "Communication and Reasoning" Sierra Linda's students made the least growth. In order to address the areas of greatest concern, students not making any overall growth, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and improve "Communication and Reasoning". Grade-level teams will also collaborate to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by the site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight-week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by instruction from classroom teachers that is purposeful.

School and Student Performance Data

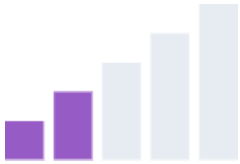
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

60.6 making progress towards English language proficiency

Number of EL Students: 170 Students

Performance Level: 2

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.

2022 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
8.8%	30.6%	0.0%	60.6%

Conclusions based on this data:

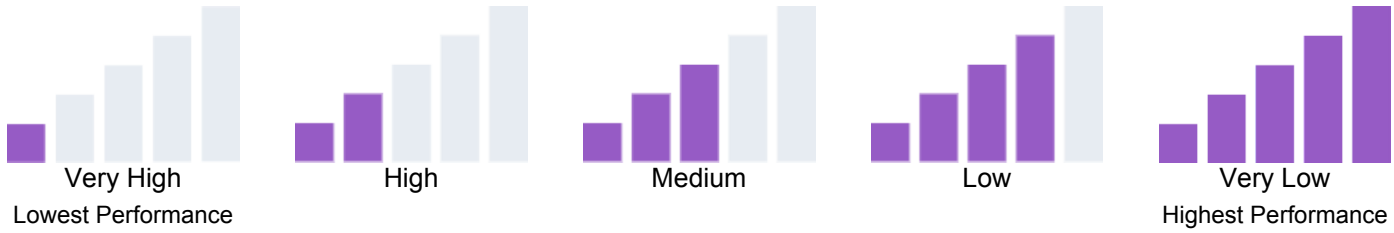
Based on 2022 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Sierra Linda Elementary classroom teachers will continue to strengthen both integrated and designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum and supplemental materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening, and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade-level subject matter. Our focus during designated ELD will be on student language learning and writing across content areas. Along with targeted instruction and interventions throughout the school day, we will continue to provide targeted interventions to our English Learners during after-school tutoring with Title III funds that focus on English Learner strategies and help reclassify students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

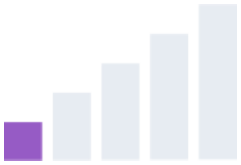


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
36.6% Chronically Absent	31.1% Chronically Absent	Less than 11 Students
555 Students	299 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
39.1% Chronically Absent	38.6% Chronically Absent	40.1% Chronically Absent
23 Students	505 Students	142 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level		No Performance Level
Less than 11 Students	Less than 11 Students		Less than 11 Students
4 Students	1 Student		5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	No Performance Level
37.2% Chronically Absent	Less than 11 Students	Less than 11 Students	19% Chronically Absent
516 Students	6 Students	2 Students	21 Students

Conclusions based on this data:

Students at Sierra Linda with perfect attendance receive incentives for attending school regularly. This has decreased or maintained chronic absenteeism across all subgroups. Students who are continually absent are placed on a mini-SARB contact and join our breakfast club. Staff, in particular the Outreach Specialist and the attendance clerk, conduct home visits. We will continue to conduct attendance meetings with parents to discuss the importance of daily student attendance. Our goal is to support the family, thus improving student attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	3	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.2% suspended at least one day	1.3% suspended at least one day	Less than 11 Students
583 Students	303 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
0% suspended at least one day	1.3% suspended at least one day	0% suspended at least one day
26 Students	526 Students	146 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 1 Student		No Performance Level Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 1.3% suspended at least one day 537 Students	No Performance Level Less than 11 Students 6 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 0% suspended at least one day 23 Students

Conclusions based on this data:

Student suspension rates increased or maintained across some sub-groups and declined for our homeless and students with disabilities due to the continual implementation of CHAMPS, which is a Positive Behavior Intervention System (PBIS). CHAMPS consists of a multi-tiered system of interventions (MTSS) for students that are demonstrating disruptive behaviors. Students are suspended when all other means of correction have been tried or behavior falls into the five state-mandated reasons. Our school staff works diligently to provide a safe school environment wherein students can decompress and reflect on their behavior. Parents and staff work together to address students' social-emotional needs so that students learn appropriate methods of dealing with sadness, anger, or frustration. Our school counselor is available to instruct and support students by teaching character traits and coping skills to individuals, small groups, or whole classes. The schoolwide PBIS team is represented by an administrator, one member of each grade level, a campus assistant, and our school counselor. The PBIS team will meet monthly to address the full implementation of procedures and protocols that support students in making positive choices. Sierra Linda staff is committed to teaching students alternatives to becoming aggressive towards self or others. Thus, before we suspend a student, they have been given several opportunities to learn how to cope with emotions, stressors or frustrations. There are several other pieces to CHAMPS that staff is planning to implement, for example, various ways for students to become involved and develop their peer leadership skills. We recognize that when students have a positive connection to their peers and staff their behavior improves, thus promoting a safer and positive school environment for all.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

All Students will reach high 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	Preliminary ELA CAASPP results for 2022-2023. The 2022-23 baseline scores are: 44% of 3rd graders Met or Exceeded 34% of 4th graders Met or Exceeded 15% of 5th graders Met or Exceeded	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 10% of students will move from Nearly Met to Met or Exceeded on the SBAC in ELA.
CAASPP Math Data	Preliminary Math CAASPP results for 2022-2023 The 2022-23 baseline scores are: 21% of 3rd graders Met or Exceeded 34% of 4th graders Met or Exceeded 7% of 5th graders Met or Exceeded	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 10% of students will move from Nearly Met to Met or Exceeded on the SBAC in Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Reading (Spring 2023)	Percentage of students that were at or above Benchmark using the State Benchmark: on April 2023 screening. 2nd--30% 3rd--25% 4th--40% 5th--21%	Increase the number of students that meet or exceed grade-level standards on the EOY benchmark by 10% or more. Increase student growth percentage (SGP) to 50 points or more in each grade level.
Star Early Literacy (Spring 2023)	Percentage of students that were at or above Benchmark using the State Benchmark: on April 2023 screening. K--78% 1st-- 57%	Increase the number of students that meet or exceed grade-level standards on the EOY benchmark by 10% or more.
Star Math (Spring 2023)	Percentage of students that were at or above Benchmark using the State Benchmark: on April 2023 screening. 1st--26% 2nd--33% 3rd--26% 4th-- 28% 5th--8%	Increase the number of students that meet or exceed grade-level standards on the EOY benchmark by 10% or more.
English Learners Reclassification Rate (3rd-5th grade)	The ELPAC taken in 2022 shows 55% of our English Learners students scored a Level 3 and Level 4 Overall. Sierra Linda was able to reclassify twenty-six 3rd-5th grade students in 2022-2023.	The percent of English Learner students who are reclassified 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

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
1143.00	Title I 3000-3999: Employee Benefits Certificated benefits
5000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Grade level teachers collaboration/ --extra hours plus benefits
1142.00	LCFF - Intervention 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)
7500.00	Title I 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
1143.00	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
1712.00	Title III 3000-3999: Employee Benefits certicated benefits
5000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
1141.00	LCFF - Intervention 3000-3999: Employee Benefits certificated extra time for tutoring
3500.00	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students- 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 and TOSA's (Teacher on Special Assignment) to review best practices in math instruction during Staff Meetings and Collaboration/Planning time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries

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)
1000.00	Title III 2000-2999: Classified Personnel Salaries Verbal Translation
459.00	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)
2000.00	LCFF 4000-4999: Books And Supplies purchase reading books for AR program
	District Funded 4000-4999: Books And Supplies Classroom Library Books

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)
4000.00	LCFF 4000-4999: Books And Supplies Computer Equipment/Printers
4000.00	LCFF 5000-5999: Services And Other Operating Expenditures Online subscriptions, licenses, and apps
22139.00	LCFF 4000-4999: Books And Supplies Materials and Supplies
1000.00	LCFF 4000-4999: Books And Supplies Computer Supplies and Software

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)
	District Funded 5000-5999: Services And Other Operating Expenditures Copiers
2500.00	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)
	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. 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)
	LCFF 4000-4999: Books And Supplies No additional cost
	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)
7500.00	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)
1400.00	Title I 5000-5999: Services And Other Operating Expenditures Admissions
4000.00	LCFF 5000-5999: Services And Other Operating Expenditures Admissions
4000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Transportation
	ASES 5800: Professional/Consulting Services And Operating Expenditures 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

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 health. 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)
500.00	LCFF 1000-1999: Certificated Personnel Salaries Administrator -Extra Support- Substitute
114.00	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)
11000.00	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 26 and 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, ELD, Math, Strand Focus, PBIS, and technology for administrator, teachers, and staff through staff meetings, after school training, and at conferences. (PBIS, CUE, 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)
2806.00	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference

5000.00	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
177.00	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)
	LCFF 4000-4999: Books And Supplies Accelerated Reader Incentives- No additional cost

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)
	Title III 4000-4999: Books And Supplies Incentives for English Learners and Reclassification Celebration- No additional cost

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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)
25000.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP
5708.00	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: 2022-23

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 2022 to Fall 2023. 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 hire 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. 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. We will also be utilizing the district TOSA's in planning our instruction during staff and collaboration meetings.

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 36 specific students by Attendance Clerk, ORC, Teachers, School Counselor, and Principal.	Maintain a monthly average attendance rate of 94% or higher in each grade level, an increase of 3% overall.
Suspension/Expulsion Data	>1% of our student population was suspended for the 2022-2023 school year. No students were expelled.	Reduce suspension rate by providing students with appropriate support to be successful at school. Maintain a 0% expulsion rate
Panorama Survey	Fall of 2022-2023 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 social management by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The favorable ratings by SEL topic were: Teacher-Student Relationships- 69% Sense of Belonging- 62% Self-Management and Social Awareness- 66% Growth Mindset- 59% Social Awareness- 65%.	
Office Referrals	Based on the data from 2022-2023, we had 298 office referrals. During 2021-2022, there were 368 office referrals. The following are the top two reasons: 7% of those referrals were in regard to students being physically aggressive towards other students and staff (mostly student-to-student). 44% of the referrals were in regard to students not complying with (adult) 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)
750.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Help
171.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor Benefits
2500.00	LCFF 2000-2999: Classified Personnel Salaries ORC Extra Hours
883.00	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
353.00	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 students and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
3000.00	Title III 2000-2999: Classified Personnel Salaries

	ORC Overtime
1059.00	Title III 3000-3999: Employee Benefits ORC Overtime Benefits
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
	District Funded 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. PBIS 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 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

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. Thus increasing student connectedness and reducing suspensions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 to improve student attendnace.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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)
	Title III 2000-2999: Classified Personnel Salaries No additional cost. Goal 2 Activity 2
	Title III 3000-3999: Employee Benefits No additional cost. Goal 2 Activity 2
	LCFF 2000-2999: Classified Personnel Salaries No additional cost. Goal 2 Activity 1
	LCFF 3000-3999: Employee Benefits No additional cost. Goal 2 Activity 1
1000.00	Title III 2000-2999: Classified Personnel Salaries Extra Hours and Overtime for set-up and clean-up of parent meetings/trainings.
353.00	Title III 3000-3999: Employee Benefits 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)
5000.00	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay
1765.00	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)
1000.00	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 MTSS 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. PBIS 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)
3000.00	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
353.00	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)
1000.00	Title III 2000-2999: Classified Personnel Salaries Clerical extra help with schedule distribution, Back-to-School Night, etc.
353.00	Title III 3000-3999: Employee Benefits Benefits related to clerical overtime and extra hours.
	Title III 2000-2999: Classified Personnel Salaries No additional cost See Goal 1 Activity 9
	Title III 3000-3999: Employee Benefits

	No additional cost See Goal 1 Activity 9

Annual Review

SPSA Year Reviewed: 2022-23

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 the previous year's 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 month. 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 decreased due to the fact that the attendance activities were based on in-person incentives. We began implement Eagle Dollars for character traits during the 2022-2023 school year. This activity will continue to be implemented for the 2023-2024 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 a 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 continue to 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 10 parents attended monthly ELAC meetings.	Increase attendance to at least 20 parents per meeting
PTA membership	72 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	88% of parents attended parent teacher conferences.	Increase attendance to over 95% 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 Team 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.

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)
500.00	Title III 2000-2999: Classified Personnel Salaries Extra Help Hours
176.00	Title III 3000-3999: Employee Benefits Classified Benefits
500.00	LCFF 2000-2999: Classified Personnel Salaries Babysitting
177.00	LCFF 3000-3999: Employee Benefits Employee Benefits
3071.00	Title III 4000-4999: Books And Supplies Materials and Supplies for 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

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
	LCFF 2000-2999: Classified Personnel Salaries No additional cost. See Goal 2 Activity 7
	LCFF 3000-3999: Employee Benefits No additional cost. See Goal 2 Activity 7

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)
	LCFF 2000-2999: Classified Personnel Salaries No additional cost. See Goal 2 Activity 7

	LCFF 3000-3999: Employee Benefits No additional cost. See Goal 2 Activity 7

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)
200.00	LCFF 5000-5999: Services And Other Operating Expenditures Postage

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)
	LCFF 2000-2999: Classified Personnel Salaries No additional cost. See Goal 1 Activity 9
	LCFF 3000-3999: Employee Benefits

	No additional cost. See Goal 1 Activity 9

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)
	Title III 2000-2999: Classified Personnel Salaries No additional cost. See Goal 2 Activity 19
	Title III 3000-3999: Employee Benefits No additional cost. See Goal 2 Activity 19
	LCFF 2000-2999: Classified Personnel Salaries No additional cost. See Goal 3 Activity 4
	LCFF 3000-3999: Employee Benefits No additional cost. See Goal 3 Activity 4

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. ORC and Counselor will provide parent trainings and/or meet with working parents after hours to review school systems and connect families to resources, 5 monthly meetings to review district topics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of 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)
	Title III 5000-5999: Services And Other Operating Expenditures CABE- No additional cost. See Goal 1 Activity 31

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 2 Goal 7
	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: 2022-23

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 Parent Square for 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	$73,736.00
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	$190,248.00

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	$100,729.00
LCFF - Intervention	$15,783.00

Subtotal of state or local funds included for this school: $116,512.00

Total of federal, state, and/or local funds for this school: $190,248.00

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	100,729	0.00
LCFF - Intervention	15,783	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	100,729.00
LCFF - Intervention	15,783.00
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	1,421.00
2000-2999: Classified Personnel Salaries	LCFF	9,500.00
3000-3999: Employee Benefits	LCFF	3,469.00
4000-4999: Books And Supplies	LCFF	56,639.00
5000-5999: Services And Other Operating Expenditures	LCFF	26,700.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	10,000.00
3000-3999: Employee Benefits	LCFF - Intervention	2,283.00
4000-4999: Books And Supplies	LCFF - Intervention	3,500.00

1000-1999: Certificated Personnel Salaries	Title I	37,500.00
3000-3999: Employee Benefits	Title I	7,994.00
5000-5999: Services And Other Operating Expenditures	Title I	1,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000.00
1000-1999: Certificated Personnel Salaries	Title III	5,000.00
2000-2999: Classified Personnel Salaries	Title III	7,500.00
3000-3999: Employee Benefits	Title III	4,465.00
4000-4999: Books And Supplies	Title III	3,071.00
5000-5999: Services And Other Operating Expenditures	Title III	2,806.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	155,584.00
Goal 2	28,040.00
Goal 3	6,624.00

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
Maria Morones (Secretary)	Other School Staff
Armondo Arreguin (Chair)	Classroom Teacher
Julianne Newman	Classroom Teacher
Vacancy	Classroom Teacher
Rosana Valdez	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 05/10/2023.

Attested:

Principal, Jorge Mares on 05/10/2023
SSC Chairperson, Armondo Arreguin on 05/10/2023

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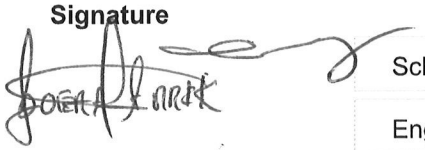
Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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SSC Chairperson, Armondo Arreguin on 05/10/2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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 5, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement

Juan Lagunas Soria has been identified for Additional Targeted Support and Improvement (ATSI). The state of California requires schools that meet the criteria for ATSI to collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. The student group in which Soria needs additional support are students with disabilities. To meet the needs of our special education students, we will be focusing on student outcomes, tutoring and interventions, as well as ensuring that we target their IEP goals.

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 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 2023-2024 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 mandated 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 of local and state measures in all academic areas.
4. Global Thinker: Students will be compassionate, multilingual, multicultural, and global thinkers; able to understand and 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 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 Biliteracy 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 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 MTS/SST process is also used to identify students who are in need of receiving short-term individual and/or small group counseling services provided by our school counselor or long-term individual counseling 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 Counseling 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 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 administrators with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support (PBIS) model 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, maintaining high expectations for student success, fostering a safe, positive learning environment, and 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 grade throughout the school year, 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. In addition, the need to revamp the PBIS teams and CHAMPS to positively impact student discipline and in turn academics.

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 assessments (Star Early Literacy, Reading and Math in English; in Spanish for students enrolled in the Biliteracy 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 groups. 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 toward 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 reported on 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. Professional development was provided in the following areas: instructional content, planning for DLI instruction and special education assessments.

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 Biliteracy 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)
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 complexity to increase 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 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 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 working 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 2023-24 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 2023-24 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 student groups (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 and III 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.

Educational Partner 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 2022-23 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 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 2022-23 school year, there has been a decrease in school-allocated funding for the 2023-24 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	1.6%	0.86%	0.65%	15	8	6
Asian	1.1%	1.18%	1.3%	10	11	12
Filipino	1.5%	1.51%	1.3%	14	14	12
Hispanic/Latino	90.7%	91.28%	91.52%	864	848	842
Pacific Islander	0.3%	0.11%	0.11%	3	1	1
White	3.4%	3.44%	3.59%	32	32	33
Multiple/No Response	1.5%	1.61%	1.52%	14	15	14
			Total Enrollment	953	929	920

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	94	93	92
Grade 1	95	92	94
Grade 2	90	94	94
Grade3	99	90	94
Grade 4	111	104	97
Grade 5	128	109	101
Grade 6	97	129	113
Grade 7	115	110	129
Grade 8	124	108	106
Total Enrollment	953	929	920

Conclusions based on this data:

From 2020 to 2023, based on ethnicity, there have been only two significant student groups (30 or more students) at Juan Lagunas Soria School: Hispanic/Latino and White. The percentage of total enrollment for each of these two significant student groups has remained consistent during this time. Based on an analysis of student enrollment by grade level between 2020 and 2023, total enrollment has decreased by approximately 33 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. Considering the increasing English Learners student group, we will continue monitoring their English Language Development simultaneously with their Spanish Language Development if they are part of the DLI program. In addition, ensuring that we are

providing rigorous ELD and SLD instruction to prepare students so they can reclassify and achieve the path to the seal of biliteracy.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	260	283	306	27.30%	30.5%	33.3%
Fluent English Proficient (FEP)	210	163	146	22.00%	17.5%	15.9%
Reclassified Fluent English Proficient (RFEP)	31		59	11.9%		19.3%

Conclusions based on this data:

Based on an analysis of English Learner enrollment at Juan Lagunas Soria School, the English Learners population has increased by 15% since the 2020-2021 school year. We now have 33.3% of English Learners at our site. Moreover, 19. 3% of Juan Lagunas Soria School's total student population is made up of students who have been redesignated as Reclassified Fluent English Proficient (RFEP) students based on the 2022-2023 data. 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, continuing to monitor RFEP students' academic performance in both SEI and Biliteracy 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	88	1	1%	2	2%	8	9%	77	88%	4	842
Grade 1	49	7	14%	5	10%	5	10%	32	65%	4	850
Grade 2	4	4	100%	0	0%	0	0%	0	0%	3	751

Conclusions based on this data:

Based on End of Year Star Early Literacy assessment data, 46% of Kindergarten students and 25% of 1st-grade students scored at or above the 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. By analyzing Star 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 who do not meet grade-level standards will be provided intervention and if there is no growth after that then they will be referred to the 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	92	26	28%	23	25%	30	33%	13	14%	2	916
Grade 3	91	35	38%	24	26%	16	18%	16	18%	1	942
Grade 4	96	39	41%	12	13%	24	25%	21	22%	2	989
Grade 5	100	39	39%	30	30%	25	25%	6	6%	2	1016
Grade 6	41	20	49%	7	17%	11	27%	3	7%	2	1024
Grade 7	121	29	24%	29	24%	45	37%	18	15%	3	1084
Grade 8	99	30	30%	32	32%	31	31%	6	6%	2	1066

Conclusions based on this data:

Based on End of Year Star Reading assessment data, the percentage of students scoring at or above the benchmark for each grade level ranges from 26% to 55% in grades 2-8. 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 who do not meet grade-level standards and do not make any growth after interventions in the classroom are provided will be referred to the 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	91	13	14%	29	32%	38	42%	11	12%	2	862
Grade 2	48	23	48%	7	15%	12	25%	6	13%	2	903
Grade 3	90	36	40%	26	29%	16	18%	12	13%	2	952
Grade 4	84	29	35%	30	36%	20	24%	5	6%	2	994
Grade 5	99	51	52%	32	32%	9	9%	7	7%	1	1029
Grade 6	65	39	60%	21	32%	3	5%	2	3%	1	1020
Grade 7	128	68	53%	33	26%	18	14%	9	7%	1	1059
Grade 8	105	62	59%	26	25%	10	10%	7	7%	1	1053

Conclusions based on this data:

Based on End of Year Star Math assessment data, the percentage of students scoring at or above the benchmark for each grade level ranges from 24-71% in grades 1-8. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		91			88			88			96.7	
Grade 4		104			102			102			98.1	
Grade 5		110			108			108			98.2	
Grade 6		130			129			129			99.2	
Grade 7		108			105			105			97.2	
Grade 8		109			93			93			85.3	
All Grades		652			625			625			95.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2425.			22.73			27.27			21.59			28.41	
Grade 4		2453.			15.69			22.55			32.35			29.41	
Grade 5		2494.			15.74			35.19			19.44			29.63	
Grade 6		2536.			22.48			31.78			24.81			20.93	
Grade 7		2554.			16.19			40.00			20.00			23.81	
Grade 8		2523.			8.60			25.81			29.03			36.56	
All Grades	N/A	N/A	N/A		17.12			30.72			24.48			27.68	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.32			59.09			21.59	
Grade 4		8.82			70.59			20.59	
Grade 5		12.96			72.22			14.81	
Grade 6		20.16			55.81			24.03	
Grade 7		13.33			63.81			22.86	
Grade 8		11.83			50.54			37.63	
All Grades		14.56			62.08			23.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			50.00			25.00	
Grade 4		13.73			66.67			19.61	
Grade 5		12.96			61.11			25.93	
Grade 6		24.81			55.04			20.16	
Grade 7		26.67			60.95			12.38	
Grade 8		9.68			52.69			37.63	
All Grades		19.04			57.92			23.04	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.95			79.55			12.50	
Grade 4		9.80			77.45			12.75	
Grade 5		12.04			73.15			14.81	
Grade 6		13.18			69.77			17.05	
Grade 7		12.38			71.43			16.19	
Grade 8		8.60			77.42			13.98	
All Grades		10.88			74.40			14.72	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.91			65.91			18.18	
Grade 4		4.90			80.39			14.71	
Grade 5		17.59			62.96			19.44	
Grade 6		20.16			62.79			17.05	
Grade 7		20.00			56.19			23.81	
Grade 8		11.83			66.67			21.51	
All Grades		15.36			65.60			19.04	

Conclusions based on this data:

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 a slight decrease in the overall student achievement outcomes between 2021 and 2023, with the total number of students who met or exceeded standard decreasing from 47.84% in the 2021-22 school year to 45.33% in the 2022-23 school year. This is an indicator that a greater focus on first instruction, scaffolds, and interventions are needed to ensure greater student achievement. Teachers will continue progress monitoring students every trimester and collaborating as grade-level teams in PLCs to ensure greater success for 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		91			86			86			94.5	
Grade 4		104			102			102			98.1	
Grade 5		110			109			109			99.1	
Grade 6		130			128			128			98.5	
Grade 7		108			105			105			97.2	
Grade 8		109			101			101			92.7	
All Grades		652			631			631			96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.			13.95			26.74			20.93			38.37	
Grade 4		2427.			3.92			15.69			44.12			36.27	
Grade 5		2456.			4.59			10.09			34.86			50.46	
Grade 6		2502.			12.50			18.75			32.03			36.72	
Grade 7		2481.			10.48			7.62			30.48			51.43	
Grade 8		2461.			3.96			7.92			23.76			64.36	
All Grades	N/A	N/A	N/A		8.24			14.26			31.38			46.12	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.93			45.35			33.72	
Grade 4		5.88			46.08			48.04	
Grade 5		5.50			50.46			44.04	
Grade 6		11.72			44.53			43.75	
Grade 7		10.48			39.05			50.48	
Grade 8		4.95			32.67			62.38	
All Grades		9.67			43.11			47.23	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.60			41.86			39.53	
Grade 4		3.92			54.90			41.18	
Grade 5		5.50			51.38			43.12	
Grade 6		11.72			52.34			35.94	
Grade 7		10.48			50.48			39.05	
Grade 8		5.94			46.53			47.52	
All Grades		9.19			49.92			40.89	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.93			55.81			23.26	
Grade 4		5.88			59.80			34.31	
Grade 5		3.67			63.30			33.03	
Grade 6		14.06			62.50			23.44	
Grade 7		9.52			65.71			24.76	
Grade 8		0.00			59.41			40.59	
All Grades		8.87			61.33			29.79	

Conclusions based on this data:

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 2021 and 2023, with the total number of students who met or exceeded standard increasing from 22.5% in the 2021-22 school year to 26% in the 2022-23 school year. Although the percentage of students who nearly met the standard slightly decreased from 31.38% in the 2021-22 school year to 25.5% in the 2022-23 school year, the percentage of students who did not meet the standard also demonstrated a slight decrease from 46.12% in the 2021-22 school year to 45.67% in the 2022-23 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	1487.9	1488.2		1486.0	1497.9		1489.5	1478.0		29	33	
3	1503.7	1499.5		1515.0	1501.6		1491.9	1496.9		45	28	
4	1514.1	1538.5		1511.9	1546.3		1516.0	1530.2		46	41	
5	1519.6	1549.4		1522.6	1550.5		1516.1	1547.8		24	41	
6	1502.1	1544.5		1490.6	1540.1		1513.0	1548.4		16	23	
7	*	1543.5		*	1526.3		*	1560.1		8	17	
8	*	*		*	*		*	*		7	8	
All Grades										186	191	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	13.79	18.18		48.28	39.39		31.03	30.30		6.90	12.12		29	33	
3	13.33	14.29		46.67	53.57		37.78	17.86		2.22	14.29		45	28	
4	13.95	34.15		58.14	51.22		25.58	14.63		2.33	0.00		43	41	
5	13.04	46.34		52.17	24.39		26.09	26.83		8.70	2.44		23	41	
6	0.00	26.09		37.50	47.83		50.00	26.09		12.50	0.00		16	23	
7	*	11.76		*	58.82		*	23.53		*	5.88		*	17	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	13.19	27.75		47.25	43.98		34.62	23.04		4.95	5.24		182	191	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	31.03	36.36		37.93	30.30		20.69	30.30		10.34	3.03		29	33	
3	42.22	35.71		42.22	32.14		13.33	14.29		2.22	17.86		45	28	
4	41.86	63.41		41.86	34.15		16.28	2.44		0.00	0.00		43	41	
5	43.48	60.98		43.48	34.15		4.35	2.44		8.70	2.44		23	41	
6	0.00	56.52		56.25	30.43		18.75	13.04		25.00	0.00		16	23	
7	*	17.65		*	64.71		*	11.76		*	5.88		*	17	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	34.62	47.64		43.41	37.17		15.93	10.99		6.04	4.19		182	191	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	13.79	9.09		41.38	42.42		31.03	18.18		13.79	30.30		29	33	
3	2.22	7.14		24.44	21.43		62.22	50.00		11.11	21.43		45	28	
4	6.98	9.76		34.88	41.46		37.21	41.46		20.93	7.32		43	41	
5	0.00	17.07		13.04	39.02		69.57	39.02		17.39	4.88		23	41	
6	0.00	17.39		6.25	21.74		68.75	56.52		25.00	4.35		16	23	
7	*	23.53		*	41.18		*	23.53		*	11.76		*	17	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	5.49	13.09		26.37	35.08		51.65	37.70		16.48	14.14		182	191	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	20.69	33.33		75.86	54.55		3.45	12.12		29	33	
3	33.33	42.86		60.00	35.71		6.67	21.43		45	28	
4	41.86	65.85		51.16	34.15		6.98	0.00		43	41	
5	21.74	19.51		65.22	73.17		13.04	7.32		23	41	
6	6.25	8.70		62.50	86.96		31.25	4.35		16	23	
7	*	0.00		*	76.47		*	23.53		*	17	
8	*	*		*	*		*	*		*	*	
All Grades	28.57	31.94		61.54	58.64		9.89	9.42		182	191	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	34.48	39.39		55.17	57.58		10.34	3.03		29	33	
3	63.64	60.71		31.82	17.86		4.55	21.43		44	28	
4	57.14	70.00		40.48	30.00		2.38	0.00		42	40	
5	63.64	85.37		31.82	12.20		4.55	2.44		22	41	
6	50.00	78.26		37.50	21.74		12.50	0.00		16	23	
7	*	70.59		*	23.53		*	5.88		*	17	
8	*	*		*	*		*	*		*	*	
All Grades	52.54	67.37		42.37	27.89		5.08	4.74		177	190	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	20.69	9.09		65.52	66.67		13.79	24.24		29	33	
3	4.44	7.14		60.00	60.71		35.56	32.14		45	28	
4	9.30	9.76		62.79	70.73		27.91	19.51		43	41	
5	4.35	19.51		73.91	63.41		21.74	17.07		23	41	
6	0.00	13.04		31.25	43.48		68.75	43.48		16	23	
7	*	17.65		*	64.71		*	17.65		*	17	
8	*	*		*	*		*	*		*	*	
All Grades	8.79	13.09		59.34	61.26		31.87	25.65		182	191	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	10.34	27.27		75.86	45.45		13.79	27.27		29	33	
3	11.11	7.14		82.22	89.29		6.67	3.57		45	28	
4	14.63	31.71		73.17	65.85		12.20	2.44		41	41	
5	4.35	24.39		82.61	75.61		13.04	0.00		23	41	
6	12.50	30.43		81.25	69.57		6.25	0.00		16	23	
7	*	17.65		*	82.35		*	0.00		*	17	
8	*	*		*	*		*	*		*	*	
All Grades	10.56	23.04		78.89	70.68		10.56	6.28		180	191	

Conclusions based on this data:

Based on analysis of ELPAC summative data, all students in grades K-8 at Juan Lagunas Soria School demonstrated an increase in student achievement outcomes between the 2021-22 and 2022-23 school years, with students' Overall Language scores in Levels 3 and 4 increasing from 71.73%% in 2021-22 to 76.3% in 2022-23. The data also shares that 28.3% and 32.5% of English Learners are scoring at level 2 and 3 in writing. 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. The teachers will also place an emphasis on writing across the curriculum to ensure that there is ample opportunity to practice writing. In addition, professional development will continue to be coordinated and provided to classroom teachers to continue improving 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 Biliteracy settings.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
929	**72.1**	**30.5**	**0.1**
Total Number of Students enrolled in Juan Lagunas Soria School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	283	30.5
Foster Youth	1	0.1
Homeless	26	2.8
Socioeconomically Disadvantaged	670	72.1
Students with Disabilities	97	10.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.9
American Indian		
Asian	11	1.2
Filipino	14	1.5
Hispanic	848	91.3
Two or More Races	15	1.6
Pacific Islander	1	0.1
White	32	3.4

Conclusions based on this data:

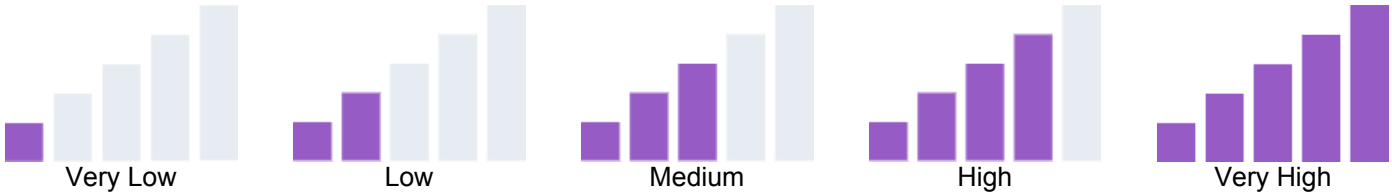
Analysis of 2021-2022 Dashboard Student Population student group data revealed that there were a total of three significant student groups at Juan Lagunas Soria School during the 2021-22 school year: English Learners (30.5%), Socioeconomically Disadvantaged (72.1%), and Students with Disabilities (10.4%). Analysis of Dashboard Student Population race/ethnicity data revealed that there were two significant student groups at Juan Lagunas Soria School during the 2021-22 school year: Hispanic (91.3%) and White (3.4%).

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Based on 2022 Dashboard Overall Performance data for all students, Juan Lagunas Soria School will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics to promote student success across all core content areas in both Sheltered English Instruction (SEI) and Biliteracy settings. The focus will be on quality first instruction, monitoring student progress using STAR 360, providing interventions and collaborating with grade-level teams to follow the MTSS model to ensure that all students are making academic gains.

In addition, working on revamping the PBIS model and CHAMPS to positively impact the suspension rates as well as closely monitoring student attendance and establishing incentives for students and providing information to parents so they can assist in positively making a change in our chronic absenteeism numbers.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

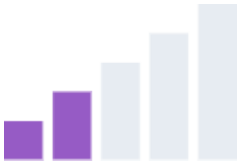
Very Low	Low	Medium	High	Very High
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
10.9 points below standard	25.7 points below standard	
624 Students	266 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
25.9 points below standard	21.5 points below standard	97.3 points below standard
17 Students	445 Students	71 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 8 Students	No Performance Level 78.1 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 16.4 points below standard 565 Students	No Performance Level 9 Students	No Performance Level 1 Student	No Performance Level 30.5 points above standard 24 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
60.4 points below standard 154 Students	22.1 points above standard 112 Students	4.1 points below standard 312 Students

Conclusions based on this data:

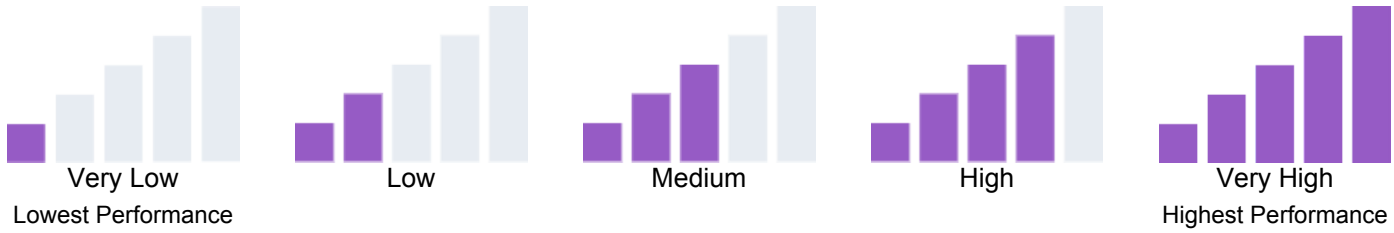
Based on the student data from the 2022 Fall Dashboard English Language Arts Equity Report, including data from students representing English Learner, Socioeconomically Disadvantaged, and Students with Disabilities significant student groups, Juan Lagunas Soria School classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. Being that Juan Lagunas Soria is in ATSI for English Language Arts because of the performance of students with disabilities, we will ensure that that we are closely monitoring their progress, providing the necessary interventions and offering before and after school tutoring to ensure that they are making academic growth.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

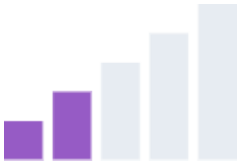
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
68.4 points below standard	83.6 points below standard	
627 Students	267 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
101.1 points below standard	78.3 points below standard	140.5 points below standard
17 Students	450 Students	71 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 8 Students	No Performance Level 0.7 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 73.4 points below standard 568 Students	No Performance Level 9 Students	No Performance Level 1 Student	No Performance Level 10.0 points below standard 24 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.6 points below standard 154 Students	46.8 points below standard 113 Students	55.9 points below standard 313 Students

Conclusions based on this data:

Based on the student data from the 2022 Fall Dashboard Mathematics Equity Report, including data from students representing English Learners, Socioeconomically Disadvantaged, and Students with Disabilities significant subgroups, Juan Lagunas Soria School 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 the instructional day. Also, being that Juan Lagunas Soria is in ATSI for Math because of the performance of students with disabilities, we will ensure that that we are closely monitoring their progress, providing the necessary interventions, and offering before and after school tutoring to ensure that they are making academic growth.

School and Student Performance Data

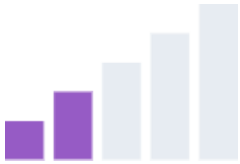
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

64.3 making progress towards English language proficiency

Number of EL Students: 157 Students

Performance Level: 2

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.

2022 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
10.8%	24.8%	1.3%	63.1%

Conclusions based on this data:

According to the Fall 2022 Dashboard English Learner Progress Indicator, 64.3% of English Learners were making progress towards English language proficiency. As a result, Juan Lagunas Soria School 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.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

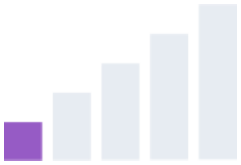
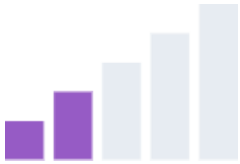
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	2	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	No Performance Level
20.1% Chronically Absent	19.3% Chronically Absent	Less than 11 Students
938 Students	290 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
7.4% Chronically Absent	22.3% Chronically Absent	34.1% Chronically Absent
27 Students	678 Students	126 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		18.2% Chronically Absent	0% Chronically Absent
8 Students		11 Students	14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	High
20.5% Chronically Absent	20% Chronically Absent	Less than 11 Students	18.8% Chronically Absent
857 Students	15 Students	1 Student	32 Students

Conclusions based on this data:

Based on 2022 Fall Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant subgroups, Juan Lagunas Soria School will continue to focus on addressing students' and family's challenges with daily student attendance. Being that Juan Lagunas Soria is in ATSI for chronic absenteeism we will ensure that that we are closely monitoring and identifying students early on to provide interventions such as: home visits, meetings with family with the school outreach specialist and administration. As well as putting in place a positive attendance system with rewards.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	2	1	0	2

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.

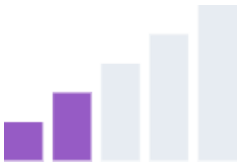
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
3.1% suspended at least one day	2.4% suspended at least one day	Less than 11 Students
944 Students	291 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very Low
7.1% suspended at least one day	3.1% suspended at least one day	0% suspended at least one day
28 Students	684 Students	126 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	14.3% suspended at least one day
8 Students		11 Students	14 Students

Hispanic	Two or More Races	Pacific Islander	White
 High	No Performance Level	No Performance Level	Very Low
3.1% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
860 Students	15 Students	1 Student	35 Students

Conclusions based on this data:

Based on the 2022 Fall Dashboard Suspension Rate Equity Report for all students, including those representing English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant subgroups, Juan Lagunas Soria School will continue 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 physical environments, 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 with Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Also, the school will be revamping the PBIS model and CHAMPS to promote positive behavior in students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards, 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	2022-2023 CAASPP Data (All Students): Met/Exceeded: 45% Nearly Met: 22.3% Not Met: 31.6%	2023-24 CAASPP (All Students): Met/Exceeded: 52.84% Nearly Met: 29.48% Not Met: 17.68%
CAASPP Math	2022-2023 CAASPP Data (All Students): Met/Exceeded: 26% Nearly Met: 25.5% Not Met: 46.6%	2023-24 CAASPP (All Students): Met/Exceeded: 27.5% Nearly Met: 36.38 % Not Met: 36.12%
ELPAC	2022-23 ELPAC Overall Language data: 3.9 % of all students scored at Level 1 (Beginning Stage) 19.8% of students scored at Level 2 (Somewhat Developed) 33.9% of students scored at Level 3 (Moderately Developed) 42.4% of students scored at Level 4 (Well Developed).	2023-24 ELPAC (All Students for Overall Language): Decrease percentages of students scoring at Level 1 and Level 2 to 2% and 20% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy	End-of-Year 2022-23 Kindergarten (English; N= 91): At/Above Benchmark: 79% Kindergarten (Spanish; N=46): At/Above Benchmark: 63% 1st Grade (English; N= 95): At/Above Benchmark: 51% 1st Grade (Spanish; N=47): At/Above Benchmark: 55%	End of Year (EOY) 2024 1st Grade (English): At/Above Benchmark: 81% (Winter) 84% (EOY) 1st Grade 2022-23 (Spanish): At/Above Benchmark: 65% (Winter) 75% (End-of-Year) Incoming 2nd grade students will participate in the STAR English Reading Assessment Incoming 2nd grade students will participate in the STAR Spanish Reading Assessment
STAR Reading	End of Year 2023: At/Above Benchmark 2nd Grade (English; N=94): 46% 2nd Grade (Spanish; N=47): 43% 3rd Grade (English; N=92): 37% 3rd Grade (Spanish; N=44): 39% 4th Grade (English; N=100): 46% 4th Grade (Spanish; N=45): 29% 5th Grade (English; N=102): 26% 5th Grade (Spanish; N=41): 20%	Winter & End of Year 2023-24: At/Above Benchmark 3rd Grade (English): 50% (Winter) 55% (EOY) 3rd Grade (Spanish): 45% (Winter) 53% (EOY) 4th Grade (English): 40% (Winter) 47% (EOY) 4th Grade (Spanish): 44% (Winter) 49% (EOY) 5th Grade (English): 50% (Winter) 55% (EOY) 5th Grade (Spanish): 35% (Winter) 39% (EOY) 6th Grade (English):

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th Grade (English; N=110): 34% 6th Grade (Spanish; N=44): 55% 7th Grade (English; N=118): 38% 7th Grade (Spanish; N=92): 30% 8th Grade (English, N=107): 23% 8th Grade (Spanish; N=92): 30%	30% (Winter) 36% (EOY) 6th Grade (Spanish) 25% (Winter) 30% (EOY) 7th Grade (English): 39% (Winter) 44% (EOY) 7th Grade (Spanish): 60% (Winter) 65% (EOY) 8th Grade (English): 43% (Winter) 48% (EOY) 8th Grade (Spanish): 35% (Winter) 40% (EOY)
STAR Math	End of Year 2023: At/Above Benchmark 1st Grade (English; N=95): 71% 1st Grade (Spanish; N=__): __% 2nd Grade (English; N=47): 43% 2nd Grade (Spanish; N=47): 43% 3rd Grade (N=92):43% 4th Grade (N=100): 46% 5th Grade (N=102): 41% 6th Grade (N=110): 26% 7th Grade (N=115): 37%	Winter & End of Year 2023-24: At/Above Benchmark 2nd Grade (English): 75% (Winter) 80% (EOY) 2nd Grade (Spanish): __% (Winter) __% (EOY) 3rd Grade (English): 48% (Winter) 53% (EOY) Incoming 3rd-grade students do not participate in the STAR 360 Spanish Math Assessment 4th Grade (English): 48% (Winter) 53% (EOY) 5th Grade (English): 51% (Winter)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8th Grade (N=107): 24%	56% (EOY) 6th Grade (English): 46% (Winter) 51% (EOY) 7th Grade (English): 31% (Winter) 36% (EOY) 8th Grade (English): 42% (Winter) 47% (EOY)

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 Biliteracy 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)
60764	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)

2000	LCFF 5700-5799: Transfers Of Direct Costs Graphics
5000	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
3000	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
5000	Title I 4000-4999: Books And Supplies Supplemental Instructional Books, including classroom library books in Spanish and English, Materials and Supplies
3500	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. A team will attend the CABE conference to receive the latest information to support ELs and continue their professional development in language building 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)
7500	Title III 5000-5999: Services And Other Operating Expenditures Professional Development costs (e.g. CABE)
7500	Title III 5000-5999: Services And Other Operating Expenditures Extra hours for Certificated Teachers to attend professional development
5000	Title III 4000-4999: Books And Supplies Texts to support language acquisition
2423	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
16000	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
9826	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
1176	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST and/or Data Analysis meetings
5000	Title I 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
10000	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)
2000	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
3000	LCFF 4000-4999: Books And Supplies AR Rewards and Incentives
6372	Title I 4000-4999: Books And Supplies Books (library and classroom sets)
500	Title I 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.

ATSI focus-students with special needs

Strategy/Activity

Monitor students with special needs' 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. Use STAR to closely monitor their progress and provide the necessary interventions to support their academic achievement. Offer before and after school tutoring for extra 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)
5000	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)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Newsela school-wide license
7000	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
3305	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. Biliteracy 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)
3000	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)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trips (Expense Fees)
	District Funded 1000-1999: Certificated Personnel Salaries AVID Tutors
1000	Title I 4000-4999: Books And Supplies Instructional Materials to support AVID
2500	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours For Teachers to attend AVID Training
1500	Title I 1000-1999: Certificated Personnel Salaries AVID Tutor extra hours to support 6th - 8th grade AVID program
2000	Title I 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)
4500	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
500	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)
5200	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)
5000	LCFF 4000-4999: Books And Supplies Supplemental instructional materials and supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 school year highlighted concerns with students' academic ability and proficiency on grade-level standards in the areas of reading and mathematics. 2023 ELPAC and CAASPP summative assessment data will further help to reveal students' proficiency levels on grade-level standards. During the 2022-23 school year, school staff were successful with focusing instruction on core subject matter; emphasizing priority standards across each grade level. . Utilizing a Multi-Tiered System of Supports model approach, grade-level teams were able to collaborate and identify students in need of small group intervention throughout the instructional day, provide the necessary intervention and refer to SST if needed.

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 2022-23 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 2022-23 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. As mentioned in Strategy 5, this year we will focus on enhancing the MTSS process to support student learning and development at all levels.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspensions	2022-23 The suspension rate was 3.1 %	During the 2023-24 school year, the suspension rate will decrease to 2%.
Student Attendance	2022-23 Overall Average Daily Attendance Rate: 92.3%	The Overall Average Daily Attendance Rate will increase to 94% for the 2023-24 school year.
Panorama Survey	Spring 2023 (All Students) Grades 3-5 (N=292) Teacher-Student Relationships: 74% Sense of Belonging: 64% Self-Management: 72% Social Awareness: 68% Engagement: 62% Growth Mindset: 55% Emotional Regulation: 46% Grades 6-8 (N=322) Self-Management: 66% Teacher-Student Relationships: 47% Social Awareness: 57%	2023-24: Increase Panorama Survey Results by 5% Grades 3-5 Teacher-Student Relationships: 80% Sense of Belonging: 70% Self-Management: 77% Social Awareness: 75% Engagement: 70% Growth Mindset: 60% Emotional Regulation: 51% Grades 6-8 Self-Management: 70% Teacher-Student Relationships: 57%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset: 51% Sense of Belonging: 45% Emotional Regulation: 51% Engagement: 30%	Social Awareness: 65% Growth Mindset: 55% Sense of Belonging: 55% Emotional Regulation: 56% Engagement: 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.

All students and ATSI Focus students with disabilities

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
42196	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)
9000	LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime, Substitutes and Extra Help
4000	LCFF 2000-2999: Classified Personnel Salaries Custodial-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.

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 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)
326	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
1000	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.
500	LCFF 2000-2999: Classified Personnel Salaries Outreach Coordinator overtime
250	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: 2022-23

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 2022-23 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 in addressing barriers that 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. Trimester Awards Assemblies honored and recognized the hard work and positive choices students made by rewarding students with praise, recognition, and incentives. The plan for this year is to continue positively recognizing expected behavior. Also, a focus this year will be to have our PBIS/School Safety Teams meet 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. 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.

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 2022-23 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 2022-23 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	In 22-23, there were a total of 165 parents who completed the district clearance process to support school activities (e.g., field trips, Student Store).	In 2023-24, Juan Lagunas Soria will maintain a minimum of 50 parent volunteers who have completed the district clearance process.
Parent Survey Results	Baseline data will be collected in the 23-24 school year	In 2023-2024 Juan Laguna Soria will work to have 80% of parents that feel a sense of belonging to the school.

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
1000	LCFF 2000-2999: Classified Personnel Salaries Outreach Coordinator Extra hours and overtime

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
250	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
1000	Title I 5700-5799: Transfers Of Direct Costs Field Trip Transportation costs for families to visit a college campus
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Registration fees for families to visit a college campus
500	Title III 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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

250	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: 2022-23

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 2022-23 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. We partnered with the Ventura County Office of Education to provide high-quality workshops for parents. 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 2022-23 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 2022-23 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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$292,966.00

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	$190,040.00
LCFF - Intervention	$9,826.00

Subtotal of state or local funds included for this school: $199,866.00

Total of federal, state, and/or local funds for this school: $292,966.00

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	190,040.00	0.00
LCFF - Intervention	9,826.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	190,040.00
LCFF - Intervention	9,826.00
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	16,502.00
2000-2999: Classified Personnel Salaries	LCFF	58,324.00
4000-4999: Books And Supplies	LCFF	92,264.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
5700-5799: Transfers Of Direct Costs	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	14,700.00
5900: Communications	LCFF	250.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	9,826.00
1000-1999: Certificated Personnel Salaries	Title I	25,000.00

2000-2999: Classified Personnel Salaries	Title I	500.00
4000-4999: Books And Supplies	Title I	12,372.00
5700-5799: Transfers Of Direct Costs	Title I	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,305.00
4000-4999: Books And Supplies	Title III	7,923.00
5000-5999: Services And Other Operating Expenditures	Title III	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,316.00
Goal 2	65,272.00
Goal 3	4,378.00

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
Deicy Ramirez	Principal
Kelley Elrod	Classroom Teacher
Alec Hess	Classroom Teacher
John Guillen	Classroom Teacher
Kenya Weinberg	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 5, 2023.

Attested:

	Principal, Deicy Ramirez on June 5, 2023
	SSC Chairperson, Mrs. Maria Magana on June 5, 2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: **2023-24**

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 9, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement
Thurgood Marshall School has been identified under ATSI for high chronic absenteeism, high suspension rates, low performance in English Language Arts, and low performance in Mathematics. The identified significant subgroups are Hispanic, Homeless, Socioeconomic Disadvantaged, and Students with Disabilities.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marshall K - 8 Academy of Visual and Performing Arts' 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.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.
Vision: Ignite, Transform, Nurture, Embrace.

This 2023-2024 school year, the Oxnard SD Student Profile will be a driving force and core focus of our work with students, staff, parents, and the community. Each area - Focused on the Future, Digital Learner, Collaborator, Innovator, Problem Solver, Achiever, and Global Thinker will be

embedded in all programs and key areas of instruction. As we mold our 21st Century scholars, the Student Profile will be the pathway to preparing our students for their future.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service. Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school. A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principles:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge
coercive relations of power.

These pedagogical principles will be the foundation on which the Strategic Action Plan and Student Profile drive the strategies and actions for the Marshall SPSA. Through a collective efficacy, every student will be represented throughout the Marshall SPSA, and will be the focus to drive student achievement.

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.

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to high chronic absenteeism, high suspension rates, low English Language Arts performance, and low Math performance. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as conducting frequent home visits with the ORC, counselor, and administration to target chronic absenteeism, and SEL lessons provided in the classroom by the school counselor to decrease suspension rates.

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 focus students, specific interventions and in-class interventions are offered. The MTSS Site Team continues to implement and refine the Multi-Tiered System of Supports (MTSS) model. Marshall will continue a cycle of student monitoring meetings to address grade level specific and student needs. They will continue to address academics, attendance, social/emotional, and behavioral student needs. The MTSS team will provide strategies, actions, supports, and resources to target specific needs.

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. Our special programs include Deaf and Hard of Hearing, Language and Learning, and Visually Impaired. 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, and family nights. Opportunities to volunteer are made available throughout the year. Parents are conforming to the Oxnard School District guidelines for volunteers to go through the background clearance process. Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children’s progress. Parenting classes share knowledge and 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, ORC, and Counselor." Loving Solutions, Parent Project, as well as Latino Literacy workshops will be offered.

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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.

Marshall's Theory of Action includes the Observation Feedback Cycle. The Observation Feedback Cycle includes calendaring scheduled walkthroughs and providing feedback to teachers on observations. Evidence of Marshall's vision of every classroom participating in reading, writing, listening, and speaking was collected formally and informally. Evidence showed K-5 classrooms providing more opportunities for all areas in comparison to middle school classrooms. Classroom walkthroughs were conducted on a weekly basis. Through classroom visits, areas of schoolwide focus will continue to be identified which include student engagement and writing across the content areas. This also includes collaborative structures and academic language. In order to monitor these areas, the Marshall Leadership Team will focus on instruction and will facilitate collaboration meetings through departments and/or grade levels. Leadership will continue to focus on developing protocols to analyze data, planning for writing across the curriculum, and improving student engagement through strong initial delivery of instruction. Administration will develop a schedule to visit classes each week during the Monday Marshall Bulldog Team meetings. The Admin Team will document the number of classroom visitations with each teacher and provide feedback to each teacher based on instructional "Look Fors" discussed in Leadership and PD during teacher staff meetings two to three times a month. This will continue the systematic development of the Observation Feedback Cycle.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP data, IAB data, ESGI data for Kindergarten as well as Star assessment data schoolwide is shared and monitored beginning with the Leadership Team at the start of the school year to initiate conversations around school target areas and student needs. With the Leadership Team, schoolwide goals are created and then shared with the staff to drive short and long term goals centered around student achievement. All content area departments will create goals utilizing CAASPP data to look at claims and targets. Teachers looked at grade level and cohort CAASPP data.

During the course of the year, teachers will continue to use IAB data to change instruction and create Common Formative Assessments (CFAs) based on the student performance on the IABs. The IAB's will be used to progress monitor student performance and to change instruction to the level of rigor for the CAASPP. Through the PLC process and collaboration days, grade levels and departments will determine which IABs to use to focus on key focus standards, specifically the claims and targets. We are continuing to work on how to convert this data analysis into a change in instructional practices.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize Star assessment data, Ellevate data, CAASPP data, and IAB resources to help monitor student progress throughout the school year. This data is collected and utilized during student monitoring meetings that are held with the MTSS team. Grade level and/or department meetings are held no less than twice per month on Tuesdays to focus on analyzing data to make instructional decisions for lessons and utilize the cycle of inquiry to guide their professional practice. Wednesdays allow for the continued discussion centered around curriculum and creating lessons for strong initial first delivery for mastery to the standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The OSD Human Resources department ensures that all site staff meets requirements to be considered “highly qualified.” This is monitored by the HR department on a yearly basis.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials. New teachers are connected with well-skilled mentor teachers to help them with instructional or classroom management needs they may have.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. This includes Professional Development days before the start of the school year, as well as SIP days at the site level in August and October. 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. This process is also done during student monitoring meetings held after benchmark windows.

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, culturally responsive grading and equity, special education assessments and TK instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Marshall Tuesday meetings include no less than two meetings per month for specific collaboration for grade level and/or department focus.

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. Bell Schedules are submitted prior to the start of the school year and approved by Ed Services and IT. 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. The Master Schedule for middle school is built based on student needs and includes student interest as determined by a student elective survey. 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. Site library techs assure that all students have access to all state approved and adopted curricula. 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. Supplemental materials are purchased based on determined student needs aligned with performance data. This includes purchases necessary for specific student groups.

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. An LLI teacher which is site based provides small group instruction for K-3 student groups as determined by student performance data. 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. The Marshall Counselor and ORC will work together and offer parent workshops. This will include but will not be limited to Loving Solutions, Parent Project, and Latino Literacy workshops. PTA is another growing organization that gives parents the opportunity to meet and plan supports for our school. During the 2023-24 school year, Family Nights are planned for AVID, Mathematics, Family Literacy NIghts, 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, who are our educational partners, 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 strand, 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.

Educational Partner 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 approval of the SPSA by the School Site Council The SPSA is approved annually, however, School Site Council meets no less than 6 times per year which includes meeting to monitor the goals and actions and overall spending of categorical dollars. Any changes to the plan are reviewed and approved by educational partners 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.

This year not all students identified to receive additional support through intervention were able to receive in-person tutoring. This was due to unavailable personnel to hold after school tutoring and intervention. 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 ISP teacher. Monies were reallocated for field trips and enrichment activities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.26%	0.27%	3	2	2
African American	3.3%	3.34%	3.29%	26	26	24
Asian	1.4%	1.03%	1.37%	11	8	10
Filipino	2.6%	2.70%	2.47%	21	21	18
Hispanic/Latino	83.8%	83.70%	82.99%	669	652	605
Pacific Islander	0.3%	0.26%	0.27%	2	2	2
White	6.8%	7.32%	7.96%	54	57	58
Multiple/No Response	1.5%	1.41%	1.37%	12	11	10
			Total Enrollment	798	779	729

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	89	90	73
Grade 1	78	69	72
Grade 2	75	76	69
Grade3	91	72	75
Grade 4	98	95	68
Grade 5	99	88	94
Grade 6	100	101	89
Grade 7	98	91	100
Grade 8	70	97	89
Total Enrollment	798	779	729

Conclusions based on this data:

This data shows that in 2022-2023 Marshall's top 3 significant student groups are Hispanics (83%), followed by Whites (8%), and then African American students (3%). The middle school student population continues to grow as we are a fully established K-8 school. The Outreach Specialist and Counselor help support all students who are entering Marshall and educate students in 8th grade about A-G Requirements in High School. Additionally, some of our staff and parents attend the African American Parent meetings 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	182	193	172	22.80%	24.8%	23.6%
Fluent English Proficient (FEP)	118	100	85	14.80%	12.8%	11.7%
Reclassified Fluent English Proficient (RFEP)	31			17.0%		

Conclusions based on this data:

Our 2022-2023 school year data shows that 23.6% of students are English Learners and 11.7% are fully English proficient. 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 English Language Learners. 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	72	5	7%	3	4%	5	7%	59	82%	4	844
Grade 1	70	18	26%	8	11%	6	9%	38	54%	4	830
Grade 2	2	2	100%	0	0%	0	0%	0	0%	1	673

Conclusions based on this data:

Our 2022-2023 data reflects that many of our Kindergarten students are at a level four (Above Benchmark) on the Star Early Literacy. Students in the 1st grade are at 63% At/Above Benchmark. Kindergarten teachers consistently use ESGI data to guide instruction including creating fluid literacy groups facilitated by teachers and paraeducators. First grade teachers support literacy groups during their Universal Access time.

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. EOY STAR Early Literacy data showed that only 2 second graders were tested indicating that most second graders were assessed on STAR Reading assessments.

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	67	18	27%	21	31%	19	28%	9	13%	2	914
Grade 3	48	13	27%	12	25%	14	29%	9	19%	2	979
Grade 4	37	16	43%	5	14%	9	24%	7	19%	1	976
Grade 5	27	17	63%	3	11%	4	15%	3	11%	1	983
Grade 6	54	12	22%	23	43%	16	30%	3	6%	2	1046
Grade 7	68	21	31%	14	21%	26	38%	7	10%	2	1070
Grade 8	86	31	36%	27	31%	21	24%	7	8%	2	1044

Conclusions based on this data:

EOY 2023 STAR Reading data showed Gr. 2 at 41% proficient, Gr. 3 at 48% proficient, Gr. 4 at 43% proficient, Gr. 5 at 26% (not an accurate reflection due to the low number of student tests captured), Gr. 6 at 36% proficient, Gr. 7 at 48% proficient, and Gr. 8 at 32% proficient. This is an increase from the beginning of the year proficiency levels for all grade levels. Gr. 3 had the highest gains in reading proficiency. STAR Reading was closely monitored through Leadership Team meetings, student monitoring meetings, and teacher collaboration times.

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	71	20	28%	24	34%	19	27%	8	11%	2	844
Grade 2	67	24	36%	21	31%	15	22%	7	10%	2	910
Grade 3	48	9	19%	14	29%	13	27%	12	25%	2	985
Grade 4	65	20	31%	21	32%	16	25%	8	12%	2	1002
Grade 5	28	18	64%	2	7%	3	11%	5	18%	1	1003
Grade 6	55	26	47%	21	38%	7	13%	1	2%	1	1043
Grade 7	76	36	47%	23	30%	13	17%	4	5%	1	1059
Grade 8	79	53	67%	15	19%	5	6%	6	8%	1	1055

Conclusions based on this data:

EOY 2023 STAR Math data for Gr. 1-8 shows a decrease from Spring STAR Math scores, but an increase in scores from the beginning of the year. Gr. 3 had the largest percentage of students performing at the proficient levels. Gr. 6-8 had the lowest levels of students in the proficient bands. Gr. 2-5 attribute many gains in math to the use of Zearn supplemental math materials. The spiral review was an efficient way to progress monitor student performance. Teachers were able to assign as homework practice and align it with math concepts being taught daily. Gr. 6-8 will be a focus for intervention, as well as a math department focus on lesson designs targeting heavily weighted standards and developing the format of tests given.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		72			71	73		71	73		98.6	
Grade 4		96			93	67		93	67		96.9	
Grade 5		91			90	94		90	94		98.9	
Grade 6		100			100	87		100	87		100.0	
Grade 7		92			92	101		92	101		100.0	
Grade 8		99			97	85		97	85		98.0	
All Grades		550			543	507		543	507		98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.	2398		12.68	13		18.31	26		21.13	21		47.89	38
Grade 4		2458.	2423		18.28	11		31.18	25		22.58	22		27.96	40
Grade 5		2465.	2512		11.11	25		26.67	20		24.44	30		37.78	23
Grade 6		2488.	2476		10.00	2		22.00	20		32.00	36		36.00	40
Grade 7		2526.	2502		5.43	7		34.78	28		33.70	19		26.09	43
Grade 8		2534.	2533		11.34	5		25.77	30		30.93	35		31.96	28
All Grades	N/A	N/A	N/A		11.42			26.70			27.81			34.07	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.23			61.97			33.80	
Grade 4		18.28			59.14			22.58	
Grade 5		7.78			64.44			27.78	
Grade 6		12.00			50.00			38.00	
Grade 7		9.78			66.30			23.91	
Grade 8		17.53			57.73			24.74	
All Grades		11.97			59.67			28.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.86			36.62			53.52	
Grade 4		10.75			68.82			20.43	
Grade 5		14.44			53.33			32.22	
Grade 6		4.00			57.00			39.00	
Grade 7		8.70			68.48			22.83	
Grade 8		13.40			53.61			32.99	
All Grades		10.13			57.09			32.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.63			74.65			19.72	
Grade 4		10.75			76.34			12.90	
Grade 5		10.00			72.22			17.78	
Grade 6		14.00			68.00			18.00	
Grade 7		8.70			80.43			10.87	
Grade 8		6.19			75.26			18.56	
All Grades		9.39			74.40			16.21	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.04			60.56			32.39	
Grade 4		13.98			66.67			19.35	
Grade 5		8.89			63.33			27.78	
Grade 6		9.00			67.00			24.00	
Grade 7		13.04			63.04			23.91	
Grade 8		11.34			58.76			29.90	
All Grades		10.68			63.35			25.97	

Conclusions based on this data:

In analyzing the overall achievement for all students according to 2022-2023 in Gr. 3-8 in ELA, 47% of Gr. 3 were at met or exceeded, Gr. 4 were at 30% met or exceeded, 44% of 5th grade students were at met or exceeded, 8% of Gr. 6 were at met or exceeded. 10% of Gr. 7 were at met or exceeded. and 3% of Gr. 8 were at met or exceeded. This data indicates strong gains in Gr. 3 and Gr. 5 in their ELA data. Lowest gains were in GR. 6-8. The data shows a large percentage in Gr. 6 at Nearly Met indicating many students were not far from achieving in the Met performance band.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		72			71	73		71	73		98.6	
Grade 4		96			94	67		93	67		97.9	
Grade 5		91			90	94		90	94		98.9	
Grade 6		100			100	87		100	87		100.0	
Grade 7		92			92	101		92	101		100.0	
Grade 8		99			97	86		97	86		98.0	
All Grades		550			544	508		543	508		98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2394.	2425		8.45	13		15.49	34		35.21	26		40.85	26
Grade 4		2441.	2437		12.90	13		20.43	17		27.96	35		38.71	32
Grade 5		2427.	2501		2.22	23		10.00	21		28.89	25		58.89	29
Grade 6		2463.	2435		8.00	4		17.00	4		23.00	19		52.00	71
Grade 7		2450.	2454		2.17	3		7.61	7		29.35	30		60.87	57
Grade 8		2461.	2444		6.19	0		10.31	3		19.59	22		63.92	74
All Grades	N/A	N/A	N/A		6.63			13.44			26.89			53.04	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27			53.52			35.21	
Grade 4		20.43			36.56			43.01	
Grade 5		6.67			30.00			63.33	
Grade 6		6.00			42.00			52.00	
Grade 7		2.17			36.96			60.87	
Grade 8		6.19			42.27			51.55	
All Grades		8.66			39.78			51.57	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68			45.07			42.25	
Grade 4		9.68			48.39			41.94	
Grade 5		1.11			51.11			47.78	
Grade 6		5.00			43.00			52.00	
Grade 7		3.26			45.65			51.09	
Grade 8		6.19			43.30			50.52	
All Grades		6.08			46.04			47.88	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.04			56.34			36.62	
Grade 4		13.98			52.69			33.33	
Grade 5		0.00			60.00			40.00	
Grade 6		10.00			56.00			34.00	
Grade 7		3.26			66.30			30.43	
Grade 8		3.09			54.64			42.27	
All Grades		6.26			57.64			36.10	

Conclusions based on this data:

According to 2022 - 2023 student performance data, Marshall improved in the percentage of students above standard. Grades 3 and 5 showed the highest gains in overall performance. They had the most significant increase in exceeded and met in math. Through close progress monitoring of individual student progress in Mathematics, students not making adequate progress will be given reteaching of concepts and skills. Middle school had the sharpest increase of students in the below standard band. 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 other 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1461.6			1467.8			1447.2			11	0	
2	1469.0	*		1465.9	*		1471.6	*		16	19	
3	1479.0	1471.3		1479.5	1465.9		1478.0	1476.1		40	18	
4	1486.2	1520.4		1480.9	1525.6		1491.1	1514.8		31	36	
5	1518.0	1535.2		1521.4	1529.6		1513.9	1540.2		14	26	
6	1531.9	1535.7		1528.1	1522.0		1535.4	1549.1		15	12	
7	1528.7	1560.3		1526.0	1564.3		1531.1	1555.9		12	14	
8	*	*		*	*		*	*		*	6	
All Grades										152	131	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27			27.27			45.45			0.00			11		
2	6.25	*		56.25	*		18.75	*		18.75	*		16	*	
3	0.00	0.00		39.47	33.33		52.63	33.33		7.89	33.33		38	18	
4	3.70	27.78		48.15	41.67		18.52	25.00		29.63	5.56		27	36	
5	7.14	23.08		28.57	42.31		57.14	26.92		7.14	7.69		14	26	
6	15.38	16.67		53.85	58.33		30.77	16.67		0.00	8.33		13	12	
7	25.00	21.43		25.00	64.29		25.00	14.29		25.00	0.00		12	14	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	8.39	19.83		39.16	44.83		37.76	25.00		14.69	10.34		143	116	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27			45.45			27.27			0.00			11		
2	25.00	*		25.00	*		43.75	*		6.25	*		16	*	
3	23.68	16.67		50.00	33.33		7.89	16.67		18.42	33.33		38	18	
4	11.11	44.44		55.56	38.89		18.52	13.89		14.81	2.78		27	36	
5	28.57	30.77		50.00	65.38		21.43	0.00		0.00	3.85		14	26	
6	23.08	41.67		69.23	33.33		7.69	25.00		0.00	0.00		13	12	
7	41.67	42.86		33.33	50.00		8.33	7.14		16.67	0.00		12	14	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	23.08	35.34		46.85	43.97		18.18	12.93		11.89	7.76		143	116	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27			0.00			72.73			0.00			11		
2	6.25	*		50.00	*		25.00	*		18.75	*		16	*	
3	0.00	0.00		15.79	22.22		55.26	38.89		28.95	38.89		38	18	
4	3.70	5.56		18.52	27.78		37.04	52.78		40.74	13.89		27	36	
5	0.00	15.38		28.57	23.08		42.86	46.15		28.57	15.38		14	26	
6	7.69	16.67		30.77	41.67		46.15	25.00		15.38	16.67		13	12	
7	8.33	14.29		25.00	35.71		25.00	42.86		41.67	7.14		12	14	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	5.59	8.62		21.68	28.45		44.06	44.83		28.67	18.10		143	116	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	45.45			54.55			0.00			11		
2	37.50	*		50.00	*		12.50	*		16	*	
3	32.43	38.89		48.65	27.78		18.92	33.33		37	18	
4	19.23	55.56		57.69	38.89		23.08	5.56		26	36	
5	7.14	19.23		85.71	80.77		7.14	0.00		14	26	
6	7.69	0.00		84.62	83.33		7.69	16.67		13	12	
7	0.00	42.86		72.73	57.14		27.27	0.00		11	14	
8	*	*		*	*		*	*		*	*	
All Grades	23.57	34.48		60.00	55.17		16.43	10.34		140	116	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27			63.64			9.09			11		
2	18.75	*		68.75	*		12.50	*		16	*	
3	35.14	31.25		51.35	31.25		13.51	37.50		37	16	
4	30.77	35.29		53.85	58.82		15.38	5.88		26	34	
5	53.85	69.23		46.15	26.92		0.00	3.85		13	26	
6	58.33	58.33		41.67	41.67		0.00	0.00		12	12	
7	80.00	64.29		20.00	35.71		0.00	0.00		10	14	
8	*	*		*	*		*	*		*	*	
All Grades	36.76	49.11		52.21	42.86		11.03	8.04		136	112	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18			81.82			0.00			11		
2	43.75	*		37.50	*		18.75	*		16	*	
3	0.00	5.56		57.89	38.89		42.11	55.56		38	18	
4	3.85	11.11		53.85	63.89		42.31	25.00		26	36	
5	7.14	19.23		71.43	53.85		21.43	26.92		14	26	
6	0.00	16.67		53.85	50.00		46.15	33.33		13	12	
7	16.67	21.43		25.00	42.86		58.33	35.71		12	14	
8	*	*		*	*		*	*		*	*	
All Grades	9.86	12.93		53.52	54.31		36.62	32.76		142	116	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27			63.64			9.09			11		
2	0.00	*		81.25	*		18.75	*		16	*	
3	10.81	11.11		59.46	61.11		29.73	27.78		37	18	
4	3.70	11.11		62.96	80.56		33.33	8.33		27	36	
5	0.00	30.77		64.29	50.00		35.71	19.23		14	26	
6	9.09	41.67		90.91	50.00		0.00	8.33		11	12	
7	0.00	0.00		81.82	100.00		18.18	0.00		11	14	
8	*	*		*	*		*	*		*	*	
All Grades	7.19	16.52		66.91	69.57		25.90	13.91		139	115	

Conclusions based on this data:

For the 2022-2023 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.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
779	**75.4**	**24.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Thurgood Marshall K-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	193	24.8
Foster Youth		
Homeless	24	3.1
Socioeconomically Disadvantaged	587	75.4
Students with Disabilities	140	18.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	3.3
American Indian	2	0.3
Asian	8	1.0
Filipino	21	2.7
Hispanic	652	83.7
Two or More Races	11	1.4
Pacific Islander	2	0.3
White	57	7.3

Conclusions based on this data:

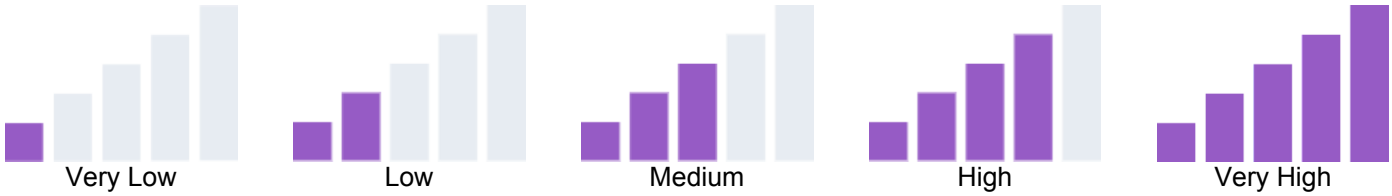
For the 2022-2023 school year, 75% of the students at Marshall are socioeconomically disadvantaged, 24.8% of students are English Learners. The significant ethnic groups include Hispanic, White and African American. Based on this data, Marshall will focus on strengthening designated and integrated English Language Development for English Learners. Teachers will analyze formative and summative assessments throughout the year that will help drive instruction, allowing teachers to progress monitor student achievement and develop specific targeted intervention for the needs of the students. Marshall will be monitoring the various student groups throughout the year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very High
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

The 2022-2023 school and student performance data indicates areas that Marshall has fallen under ATSI. These areas include chronic absenteeism indicated as very high, and the suspension rate as very high.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

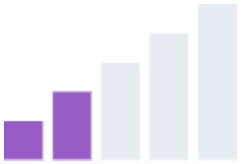
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
35.2 points below standard	52.1 points below standard	0 Students
523 Students	188 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
110.9 points below standard	45.8 points below standard	122.6 points below standard
16 Students	398 Students	113 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 21.1 points below standard 17 Students	No Performance Level 2 Students	No Performance Level 6 Students	No Performance Level 64.5 points above standard 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 43.6 points below standard 441 Students	No Performance Level 5 Students	No Performance Level 2 Students	Medium 1.0 points below standard 36 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
70.1 points below standard 109 Students	27.3 points below standard 79 Students	28.7 points below standard 311 Students

Conclusions based on this data:

The 2022 - 2023 school and student performance data includes data under which Marshall has fallen under ATSI. In English Language Arts, student groups under ATSI include students with disabilities. They fell in the very low group for ELA. This includes 113 students in this student group.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

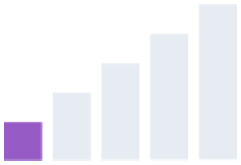
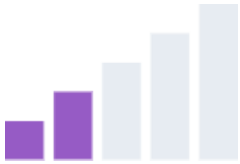
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
89.2 points below standard	103.3 points below standard	0 Students
523 Students	188 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
135.1 points below standard	101.1 points below standard	158.8 points below standard
16 Students	398 Students	113 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 64.1 points below standard 17 Students	No Performance Level 2 Students	No Performance Level 6 Students	No Performance Level 0.1 points below standard 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 97.9 points below standard 441 Students	No Performance Level 5 Students	No Performance Level 2 Students	 Low 57.7 points below standard 36 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
109.1 points below standard 109 Students	95.4 points below standard 79 Students	81.7 points below standard 311 Students

Conclusions based on this data:

2022 - 2023 school and student performance data in mathematics indicate several student groups by which Marshall has been identified under ATSI. These student groups include our English Learners, socioeconomically disadvantaged, students with disabilities, and our Hispanic student group. Their academic performance all fell in the very low range in mathematics. Marshall will continue to use evidence-based EL strategies for English Learners. We will also strengthen our work with Mathematical Mindset training. Teachers will be provided with collaboration time to discuss successful strategies used in the classroom along with the use of the District Math manager to ensure that instruction in mathematics is being implemented more effectively.

School and Student Performance Data

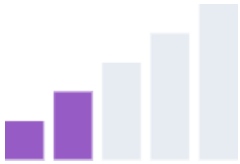
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

63.4 making progress towards English language proficiency

Number of EL Students: 101 Students

Performance Level: 2

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.

2022 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
11.9%	24.8%	0.0%	63.4%

Conclusions based on this data:

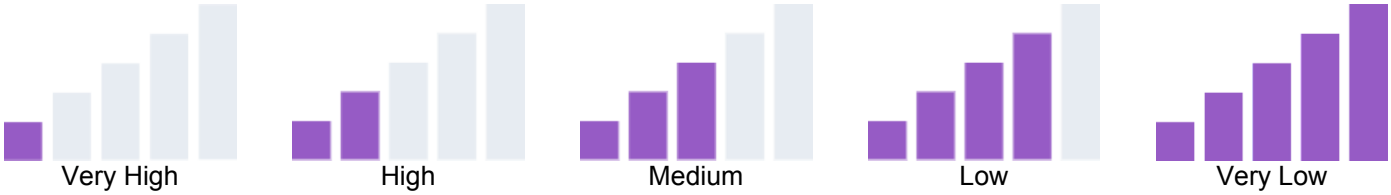
According to 2022 - 2023 school and student performance data, 64% of English Learners progressed at least one ELPI level. At Marshall, the majority of English Learners are at the moderately developed level. Marshall will use evidence-based strategies to increase the proficiency levels of our English Language Learners. Grade level teams will collaborate to specifically focus on the needs of the EL students based on their performance level. Designated and Integrated ELD will be implemented using district adopted materials. Middle school students will have opportunities to use AVID Excel strategies within the classroom in order to target English Learner growth.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

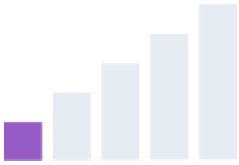
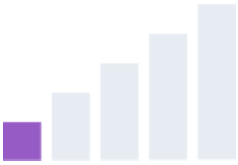
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
32% Chronically Absent	34.8% Chronically Absent	Less than 11 Students
813 Students	201 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
60% Chronically Absent	35.6% Chronically Absent	41% Chronically Absent
30 Students	627 Students	161 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
14.8% Chronically Absent	Less than 11 Students	Less than 11 Students	4.8% Chronically Absent
27 Students	2 Students	10 Students	21 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
34.4% Chronically Absent	33.3% Chronically Absent	Less than 11 Students	27.6% Chronically Absent
681 Students	12 Students	2 Students	58 Students

Conclusions based on this data:

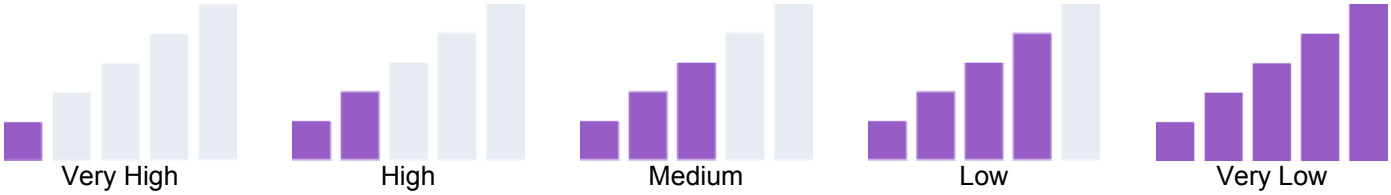
Chronic absenteeism will be a primary focus with targeted interventions this 2023-2024 school year. It is an area in which several student groups fell under ATSI. These student groups include English Learners, Homeless, Socioeconomically Disadvantaged, students with disabilities, Hispanic, and White. Marshall will develop an incentive-based program for students with chronic absenteeism. The ORC in coordination with the Attendance Technician will monitor absences and provide outside resources to the families as needed. Site SARB meetings are held frequently to educate parents on the importance of school attendance and to identify any obstacles students may be facing that are preventing them from being at school and on time every day.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
4	1	0	0	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.

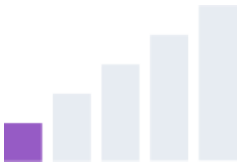
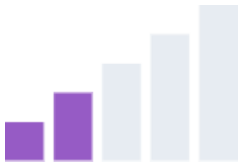
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
7.6% suspended at least one day	8.2% suspended at least one day	Less than 11 Students
833 Students	208 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very High	Very High
0% suspended at least one day	8.4% suspended at least one day	10.4% suspended at least one day
30 Students	642 Students	163 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
7.1% suspended at least one day	Less than 11 Students	Less than 11 Students	0% suspended at least one day
28 Students	2 Students	10 Students	21 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	High
8.3% suspended at least one day	0% suspended at least one day	Less than 11 Students	3.3% suspended at least one day
698 Students	12 Students	2 Students	60 Students

Conclusions based on this data:

2022- 2023 school and student performance data indicates several student groups in which Marshall has been identified under ATSI for suspension rates. These student groups include English Learns, socioeconomically disadvantaged, students with disabilities, and Hispanic. The suspension rates for these student groups are very high in the student performance groups. Marshall has established a progressive discipline policy and has trained staff in CHAMPS and PBIS strategies to help target behavioral problems.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading, 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 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	EOY 2023 Data Percentage of students who scored At/Above benchmark: Kinder - 82% Grade 1 - 54%	Students in grades K-1 who score At/Above benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels and 3-5% of students will move from Approaching to At/Above Benchmark.
Star Reading	EOY 2023 Data Percentage of students who scored At/Above benchmark: Grade 2 - 41% Grade 3 - 48% Grade 4 - 43% Grade 5 - 26% Grade 6 - 36% Grade 7 - 48% Grade 8 - 32%	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 and 3-5% of students will move from Approaching to At/Above Benchmark.
Star Math	EOY 2023 Data Percentage of students who scored At/Above benchmark:	Students in grades 1-8 who meet or exceed the benchmark will increase by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 1 - 38% Grade 2 - 32% Grade 3 - 52% Grade 4 - 37% Grade 5 - 29% Grade 6 - 15% Grade 7 - 22% Grade 8 - 14%	3-5% of students will demonstrate growth by moving one or two levels from intervention or on-watch to at/above benchmark.
Reclassification Rates	13% of EL students (24) in grades 3-8 reclassified during the 2022 - 2023 school year.	The reclassification rate of EL students will increase by at least 15%.
CAASPP ELA	2022 - 2023 Scores Percentage of students who met or exceeded benchmark: Grade 3 - 39% Grade 4 - 36% Grade 5 - 45% Grade 6 - 22% Grade 7 - 35% Grade 8 - 35%	Students will demonstrate growth by moving one or two levels across the different achievement bands and 3-5% of students will move from Nearly Met to Met/Exceeded.
CAASPP Math	2022-2023 Scores Percentage of students who met or exceeded benchmark: Grade 3 - 38% Grade 4 - 35% Grade 5 - 20% Grade 6 - 15% Grade 7 - 10% Grade 8 - 3%	Students will demonstrate growth by moving one or two levels across the different achievement bands and 3-5% of students will move from Nearly Met to Met/Exceeded.

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, continued use of Zearn supplemental math materials, 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. Teachers will also be trained on Parent Square for communication with parents and families.
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 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.

This goal pertains to all students, with an emphasis on English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

Grade level and/or department meetings will support teachers to implement ELA and Math Common Core Standards. The Marshall MTSS team will hold student monitoring meetings with grade levels at a minimum of every 6 weeks. Staff will analyze assessment results from regular assessments such as IABs, 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, 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 Monday afternoons.

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

Amount(s)	Source(s)

4000	LCFF - Intervention 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. 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. This strategy will target English Learners as one of our identified ATSI student 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)
1000	LCFF 4000-4999: Books And Supplies Supplemental materials
2500	LCFF 1000-1999: Certificated Personnel Salaries Certificated Substitutes for PD

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. These are identified ATSI student groups.

Strategy/Activity

An ISP (Intervention Services Provider) teacher will provide support and intervention to address the needs of identified students in Math (Identified target are low-medium). The ISP teacher will begin in December and work through May 2024. Intervention programs will be purchased for teachers. This strategy will target those subgroups identified in ATSI including Homeless, Hispanic, SED, and Students with Disabilities.

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

Amount(s)	Source(s)
16,000	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

MTSS Site Team meetings will be held to address the instructional needs of all students, specifically those student groups identified through ATSI which include Hispanic, Homeless, Socioeconomic disadvantaged, and Students with Disabilities. The MTSS Team includes administration, school counselor, school psychologist, ORC, and grade level 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)
10,000	Title I 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, Students with Disabilities, Hispanic, 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 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)
4000	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/Power Up will be used to support student literacy across all grades. Lexia/Power Up will be used for intervention and enrichment. ST Math will be used to help with math intervention. Zearn supplemental math program will be used to support math concepts in Gr. 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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia, MyON, AR, ST Math, Zearn Math Program, and 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 conduct 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 will also be 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)
4000	LCFF 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), ST Math, and Lexia, as well as achievement and participation in the CAASPP assessment through the purchase of student incentives. Awards Assemblies will be held per trimester for student recognition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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

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 2000-2999: Classified Personnel Salaries District Tech

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.

Strategy/Activity

A Music Teacher for grades 6 - 8 is contracted for the school year and will support the performing arts academy focus. This will be done through the electives offered to middle school 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 Music Teacher
2500	LCFF

	4000-4999: Books And Supplies Music 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.

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 take the California Science Test (CAST).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Extra supplies for 5th and 8th grades

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

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 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

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
	District Funded 2000-2999: Classified Personnel Salaries Library Media Tech 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.

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. Materials and supplies will also be purchased to support ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40,000	LCFF 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.

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)
	ASES

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

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)
4000	LCFF 4000-4999: Books And Supplies Headphones for middle school

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

Teachers will have the opportunity to take students on field trips for academic enrichment and building background knowledge. This also includes opportunities for AVID college field trips and experiences.

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

Amount(s)	Source(s)
4500	LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Fees
4500	LCFF 5000-5999: Services And Other Operating Expenditures Transportation expenses

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

Opportunities for intervention beyond the regular school day will be offered to targeted students. This will include an ELPAC Boot Camp and/or tutoring 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)
4836	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated hourly rate for tutoring
5913	Title III 1000-1999: Certificated Personnel Salaries Certificated hourly rate for tutoring
3280	Title III 4000-4999: Books And Supplies ELPAC Boot Camp and tutoring materials

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

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

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 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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

According to 2022-2023 school and student performance data, Marshall had some grade levels grow in proficiency in ELA and Math. Gr. 6-8 had a decline in proficiency in 2022-2023 in math. In order to continue to close the gap in Language Arts and math 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 worked with specific student groups and ability levels in Gr. K-3. 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 like Zearn data. Students who are not performing will be monitored through Leadership Team meetings and student monitoring meetings. 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.

Marshall was unable to secure an ISP teacher to provide interventions. Also, the amount of before and after school tutoring was limited due to not having enough staff to offer more tutoring.

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 were moved to Wednesdays. The Marshall leadership team continues to analyze the current data from district benchmarks and assessments to determine the direction for the 2023-2024 school year.

Marshall will continue to utilize the 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 (ATSI indicator)	Suspension rate for 2022-2023 was 7.6%.	Continue to reduce the number of student behavior referrals and keep suspension rate at 0% growth.
Attendance Data (ATSI Indicator)	Chronic Absenteeism rate for 2022-2023 was 32%.	Chronic Absenteeism rates for 2023-2024 will decrease by 10%
Panorama Survey	The Panorama survey was administered in Spring (2023) Grades 6-8: Engagement rate was 36% Emotion Regulation rate was 46% Sense of Belonging rate was 44% Grades 3-5: Emotion Regulation rate was 47% Growth Mindset rate was 63% Sense of Belonging rate was 70%	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, Kindness Club, Community Circles, and the Marshall Wellness Center. Student Leadership Team Meetings will occur weekly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4953	LCFF 5000-5999: Services And Other Operating Expenditures CHAMPS program
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary
	District Funded 2000-2999: Classified Personnel Salaries ORC 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.

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)
1500	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 to decrease the chronic absenteeism rate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

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 meals distribution. The students will be identified and supported by the Outreach Specialist. Backpacks with school supplies, tutoring, clothing, and other basic needs will be provided as requested. This will target student groups identified under ATSI.

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

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

This goal pertains to all students.

Strategy/Activity

Attendance mediation meetings will be held with parents of students who are chronically truant. Positive reinforcement contracts will be developed with identified students and their parents. This will target ATSI indicator 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)
	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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama program

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 Marshall Wellness Center 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)
5175	LCFF - Intervention 4000-4999: Books And Supplies CHAMPS Store Items
4250	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 MTSS site team and student monitoring meetings. Professional development for staff will be provided 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

K - 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. Identified 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)
	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.

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 through regularly scheduled meetings to review the school plan and maintain the PBIS structure and 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)
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

Trimester Award Assemblies for Student recognition 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. Monthly campus supervisor meetings will be held to monitor and update campus safety 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 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 on a yearly 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)
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: 2022-23

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 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, will facilitate and maintain the Marshall Wellness Center 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 Marshall Wellness Center was not accessible this school year. It is the goal to have it up and running for the 2023-2024 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 higher 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. This will target ATSI indicators of suspension rates and chronic absenteeism.

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 attendance in parent meetings: SSC, ELAC, PTA, Coffee with Principal, Coffee with the ORC and Counselor.	In 2022 - 2023 an average of 15 parents participated in PTA meetings. An average of 5 parents participated in ELAC meetings. An average of 10 parents participated in Coffee with the Counselor/ORC.	Attendance at PTA meetings will increase by 50%. Attendance at ELAC meetings will increase by 50%. Attendance at Coffee with Parents meetings will increase by 50%.
Parent attendance at Back to School Night.	There were 523 Parents that participated in Back to School Night.	Parent participation at back to school night will increase by 10 %.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
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)
2500	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 and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents receive notices for parent meetings and other pertinent school information through Peach Jar flyers, Parent Square, social media, 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)
1200	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 Literacy and Math, 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)
2000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help
1500	Title I 2000-2999: Classified Personnel Salaries

	Classified Extra Help
3000	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 vision and goals 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)
2000	Title I 4000-4999: Books And Supplies Refreshments 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.

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 and supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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)
	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

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: 2022-23

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 Takeout Tuesdays 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.

Back-to-School Night was held in person for the 2022-2023 school year with a positive turnout. Parent workshops provided by the counselor and ORC were held. The attendance was not what was expected. It was the same for ELAC meetings. It is Marshall's plan for the 2023 - 2024 school year to recruit more parent involvement by passing out flyers during events in person, as well as during Back-t-School night, parent/teacher conferences, and other in person events. We will continue to strengthen our parent and community engagement and find ways to ensure that our middle school families are welcomed and supported. More family engagement opportunities will be held in person like the 20 Year Anniversary held in 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.

During 2023-2024 school year, Marshall will continue to build upon family and community engagement. Family Math and Literacy nights will be scheduled, as well as a Harvest Festival. More community involvement events will be scheduled to build the Marshall Community and involve all school community members. The Marshall PTA will facilitate many events, as well as the ORC and school counselors. The goal is to hold one family event per month.

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	$237,034.00

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	$144,537.00
LCFF - Intervention	$15,011.00

Subtotal of state or local funds included for this school: $159,548.00

Total of federal, state, and/or local funds for this school: $237,034.00

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	144,537.00	0.00
LCFF - Intervention	15,011.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	144,537.00
LCFF - Intervention	15,011.00
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	8,500.00
2000-2999: Classified Personnel Salaries	LCFF	21,800.00
4000-4999: Books And Supplies	LCFF	89,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	21,237.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	8,836.00
4000-4999: Books And Supplies	LCFF - Intervention	6,175.00
1000-1999: Certificated Personnel Salaries	Title I	28,500.00
2000-2999: Classified Personnel Salaries	Title I	11,461.00

4000-4999: Books And Supplies	Title I	18,342.00
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	11,553.00
2000-2999: Classified Personnel Salaries	Title III	300.00
4000-4999: Books And Supplies	Title III	3,780.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	168,106.00
Goal 2	55,178.00
Goal 3	13,750.00

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
Chantal Anderson Witherspoon	Principal
Maureen Aryeetey	Classroom Teacher
Kathy Orlinsky	Classroom Teacher
Randi Culver	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 9, 2023.

Attested:

	Principal, Chantal Anderson Witherspoon on June 9, 2023
	SSC Chairperson, Sandy Sloan on June 9, 2023

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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 Plans for Student Achievement

August 23, 2023

- 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

Changing the World!
In School and Beyond

TIMELINE

March/April/May

Collect & analyze data from current year. Review effectiveness of strategies/activities with stakeholder groups.

May/June

Work on revisions with educational partner groups.

Create draft.

June/August

Make revisions. Complete analyses. Board approval.

Ready for the start of the school year!

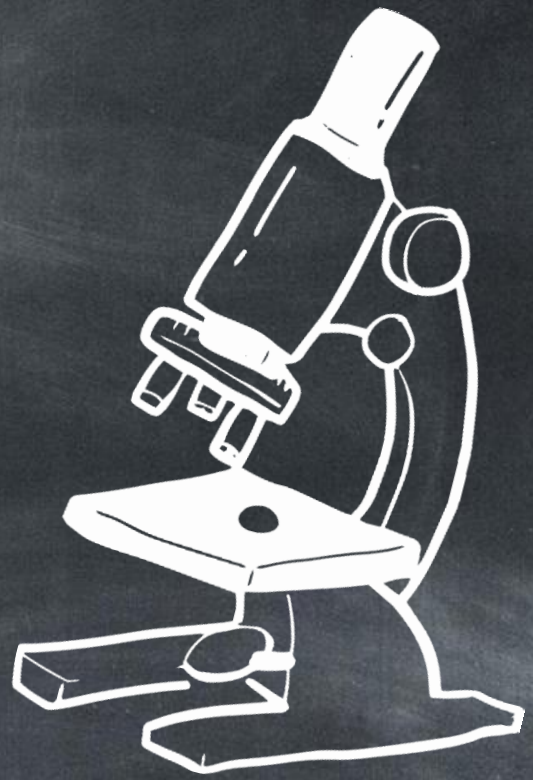
TABLE of CONTENTS

- Title Page
- Purpose and Description
- Table of Contents
- Comprehensive Needs Assessment
- Stakeholder Involvement
- Resource Inequities
- Performance Data

- Dashboard Pages
- 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
- CA Dashboard
  - Population, Overview, ELA, Math, EL Progress, Chronic Absenteeism. Suspension Rate



GOALS, STRATEGIES and EXPENDITURES

Goal 1

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

Goal 2

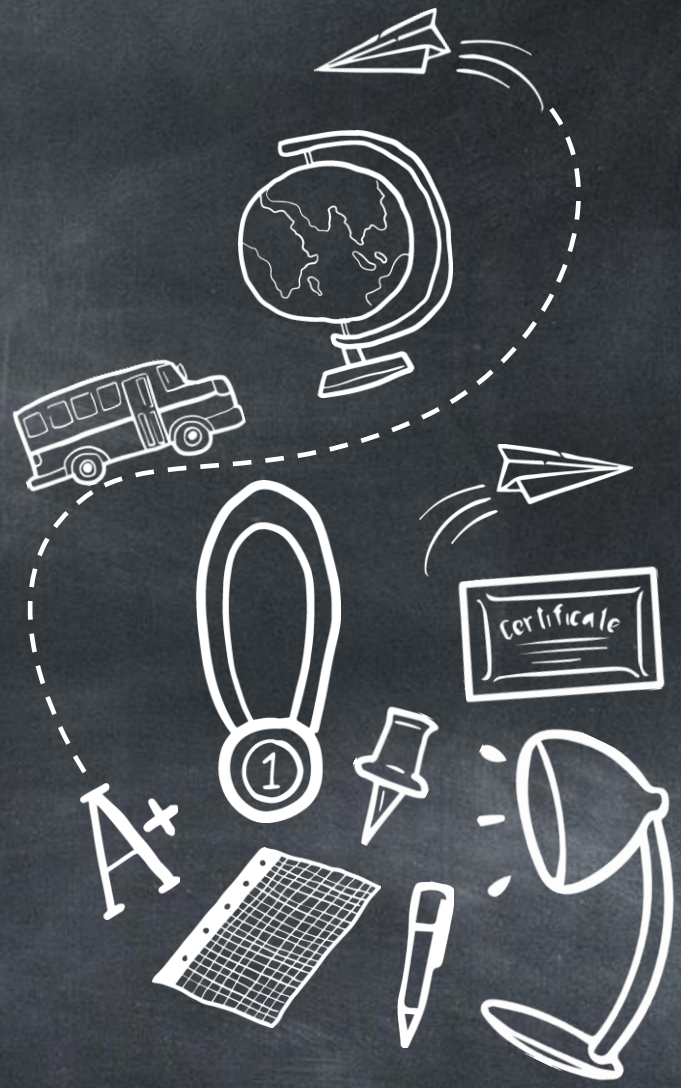
- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

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

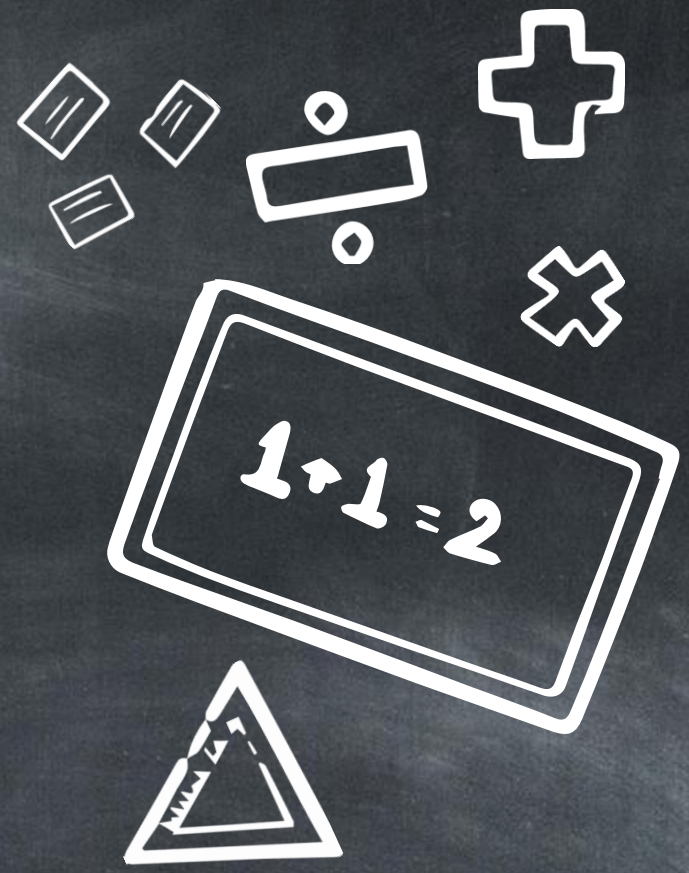
HIGHLIGHTS

- Frank Academy
- Driffill TK-8
- Ritchen TK-5

BUDGET

Funding Sources

- Title I
  - Supports academic and social emotional needs of students; including intervention, enrichment and parent engagement
- Title III
  - For English Learners only
- LCFF
  - Local Control Funding Formula
- LCFF – Intervention
  - Targeted funds to support intervention

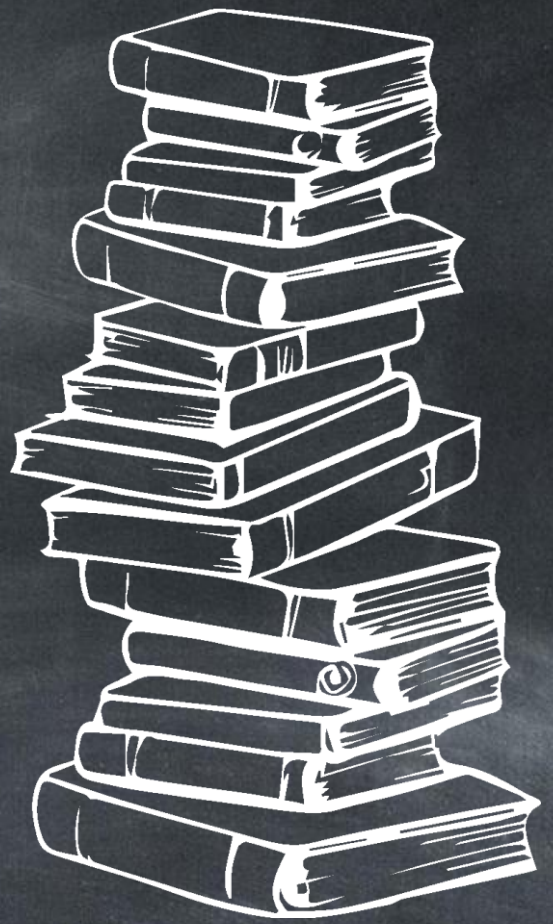


MEMBERSHIP, RECOMMENDATIONS and ASSURANCES

- 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?

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section D: Action Items

Request for Authorization for District Staff to Negotiate a Project Labor Agreement for the Fremont Reconstruction Project (DeGenna)

Beginning in 2015, the Oxnard School District began a productive relationship with the Tri Counties Building and Trade Council and its affiliated Unions under a Project Labor Agreement. The relationship was beneficial to the District in bringing qualified contractors to bid on District construction projects.

As the District embarks on the re-construction of Fremont Academy, staff would like to work with the Tri Counties Building and Trade Council to negotiate a new Project Labor Agreement to ensure the District has a pool of qualified contractors and to increase the bidding pool for all our projects. It is critical that District projects continue the pattern of having no labor or other disputes at the job sites and at the same time offer direct career opportunities for OSD students within the Trades.

Accordingly, the Interim Superintendent recommends that District staff negotiate a Project Labor Agreement with the Tri Counties Building and Trade Council for the Fremont Reconstruction Project.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Interim Superintendent that the Board of Trustees authorize District staff to negotiate a new Project Labor Agreement for the Fremont Reconstruction Project.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section D: Action Items

Request for Approval of Acting Associate Superintendent, Educational Services Employment Agreement (DeGenna)

The Employment Agreement Between the Oxnard School District and Dr. Dr. Aracely Fox, Acting Associate Superintendent, Educational Services, is presented for the Board's consideration. Dr. Fox will begin as the Acting Associate Superintendent, Educational Services on August 24, 2023. The term of the agreement is through June 30, 2024.

FISCAL IMPACT:
$202,400.00

RECOMMENDATION:
It is the recommendation of the Interim Superintendent that the Board of Trustees approve the employment agreement for Dr. Aracely Fox, Acting Associate Superintendent, Educational Services, as presented.

ADDITIONAL MATERIALS:

Attached: Employment Agreement (10 pages)

EMPLOYMENT AGREEMENT FOR ACTING ASSOCIATE SUPERINTENDENT, EDUCATIONAL SERVICES/CHIEF ACADEMIC OFFICER OXNARD SCHOOL DISTRICT

This Agreement is entered into to be effective the 24th day of August 2023, by and between the Board of Trustees ("Board") of, and on behalf of, the Oxnard School District ("District"), and Dr. Aracely Fox ("Acting 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 Acting Associate Superintendent agree to the following:

1. TERM OF AGREEMENT: The District hereby employs the and the Acting Associate Superintendent agrees to be employed as the District's Acting Associate Superintendent for a term commencing August 24, 2023 and ending June 30, 2024, subject to the terms and conditions set forth herein.

2. DUTIES AND RESPONSIBILITIES

2.1 The Acting 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. (Exhibit A, attached hereto and incorporated herein by reference). Such duties shall be performed under the supervision and direction of the District Superintendent.

2.2 All powers and duties that may lawfully be delegated to the Acting Associate Superintendent are to be performed and executed by the Acting 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 Acting 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 Acting Associate Superintendent shall have a work year consisting of 244 workdays plus 16 legal and school holidays.

2.5 The Acting Associate Superintendent shall also perform such other duties that are consistent with her qualifications as may be assigned to her from time to time.

3. OUTSIDE PROFESSIONAL ACTIVITIES: The Acting 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 Acting Associate Superintendent 's performance of her duties under this Agreement.

4. SALARY:

4.1 The salary of the Acting Associate Superintendent shall be two hundred two thousand four hundred dollars ($202,400.00) per year for the term of this Agreement, payable on the last working day of each calendar month.

4.2 The Board reserves the right to increase the annual salary of the Acting Associate Superintendent. Increases in the annual base salary shall be merit-based and shall be dependent upon the Acting 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 Acting Associate Superintendent by September 30 for the initial term and by July 1st, of each year of this Agreement, if the Agreement is extended. 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 6, the Acting 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.

6. OTHER BENEFITS:

6.1 The Acting Associate Superintendent shall be entitled to the doctoral stipend and longevity earned by certificated managers in the District.

7. SICK LEAVE: The Acting Associate Superintendent shall receive twelve (12) days paid sick leave per year.

8. VACATION:

8.1 The Acting 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 Acting Associate Superintendent at the beginning of each school year. The Acting Associate Superintendent may accrue up to thirty (30) days of unused vacation to carry over into the next school year. When combined with 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 Acting Associate Superintendent 's daily rate of pay and will be paid after June 30th of each year of this Agreement.

8.2 In addition, the Acting Associate Superintendent is entitled to the same holidays granted management employees.

8.3 In the event of termination of this Agreement, the Acting 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 Acting 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 Acting Associate Superintendent duties, including but not limited to expenses related to conferences, seminars, and travel. The Acting Associate Superintendent shall submit receipts, invoices and an itemized list of expenses in support of a reimbursement request.

10. TRANSPORTATION: The Acting 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 Acting 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 Acting Associate Superintendent to perform her professional duties. The Acting 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 Acting Associate Superintendent to participate in such professional growth activities.

11.3 The Acting 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 Acting 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 Acting Associate Superintendent 's annual dues to two (2) professional organizations of the Acting Associate Superintendent 's choice.

12. PROFESSIONAL LIABILITY

12.1 The District agrees that it shall defend, hold harmless and indemnify the Acting Associate Superintendent from any demands, claims, actions, suits, or legal proceedings brought against the Acting 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 Acting Associate Superintendent on a matter which the Board deems in the best interest of the District to settle, the Acting Associate Superintendent agrees to assume full responsibility for her own defense should she pursue the matter.

12.2 The provisions of Article 11 shall not apply to any action brought against the Acting 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 Acting Associate Superintendent and the District Superintendent shall jointly develop Goals and Objectives for the performance of the Acting Associate Superintendent. These goals and objectives shall be among the criteria by which the Acting 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 Acting 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 Acting 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 Acting 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 Acting Associate Superintendent represents and warrants that she has the full authority and right to enter into this Agreement without creating liability against herself and/or the District to any persons or entity not a party to this Agreement.

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 The District reserves the right to unilaterally terminate this Agreement for cause and without the consent of the Acting Associate Superintendent. Cause, under this Agreement is defined as any of the following:

16.2.2 The failure or inability of the Acting Associate Superintendent to perform any substantial duties required under this Agreement, including failure to meet the written Goals and Objectives.

16.2.3 The commission by the Acting Associate Superintendent of any act of dishonesty, fraud, misrepresentation, or other acts of moral turpitude.

16.2.4 A substantial breach of any covenant or condition of this Agreement by the Acting Associate Superintendent, or a substantial breach of any representation or warranty made by the Acting Associate Superintendent in this Agreement.

16.2.5 The commission or omission of any act by the Acting Associate Superintendent which could constitute a permissible "for cause" termination under federal or California law.

16.2.6 Should the District terminate this Agreement for cause, as defined above, the District shall give written notice to the Acting 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 Acting 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 Acting 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 Acting 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 Acting Associate Superintendent agrees that the liquidated damages described in Article 16.3.2 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 16.3.2, the Acting 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 Acting 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 Acting 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 Acting 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 16.3.2 in the event that the Acting Associate Superintendent exercises her right to unilaterally terminate this Agreement.

16.3.7 Should the Acting 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 Abuse of Office Provisions. In accordance with Government Code section 53243, et seq., and as a separate contractual obligation, should the Acting Associate Superintendent receive a paid leave of absence or cash settlement if this Agreement is terminated with or without cause, such paid leave or cash settlement shall be fully reimbursed to the District by the Acting Associate Superintendent if the Acting Associate Superintendent is convicted of a crime involving an abuse of the Acting Associate Superintendent's office or position. In addition, if the District funds the criminal defense of the Acting Associate Superintendent against charges involving abuse of office or position and the Acting Associate Superintendent is then convicted of such charges, the Acting Associate Superintendent shall fully reimburse the District all funds expended for the Acting Associate Superintendent's criminal defense.

17. RENEWAL OF AGREEMENT. The District may, but is not required to, notify the Acting Associate Superintendent of its intent to continue to employ the Acting Associate Superintendent beyond the term of this Agreement. Should the District determine not to renew this Agreement beyond its current term, the Acting Associate Superintendent will return to her position as Executive Director, Teaching and Learning, beginning July 1, 2024.

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 Acting 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

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 Acting Associate Superintendent of Educational Services/Chief Academic Officer of the Oxnard School District.

Date of Acceptance: _____, 2023

_____

Dr. Aracely Fox

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section D: Action Items

Approval of a Provisional Internship Permit in Special Education, Mild to Moderate Support Needs, for Nektaria Raptodimos to Serve as a Seventh and Eighth Grade Resource Teacher at Curren School and Laura De La Cruz to Serve as a Sixth, Seventh and Eighth Grade Resource Teacher at Driffill School for the 2023-24 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Provisional Internship Permit (PIP) in Special Education, Mild to Moderate Support Needs for Nektaria Raptodimos to serve as a seventh and eighth grade Resource Teacher at Curren School and Laura De La Cruz to serve as a sixth, seventh and eighth grade Resource Teacher at Driffill School for the 2023-24 school year.

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, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section D: Action Items

Approval of a Provisional Internship Permit in Special Education, Extensive Support Needs, for Nancy Amezquita to Serve as a Second and Third Grade Moderate to Severe teacher at McAuliffe School (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Provisional Internship Permit (PIP) in Special Education, Extensive Support Needs for Nancy Amezquita to serve as a second and third grade moderate to severe teacher at McAuliffe School for the 2023-24 school year.

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 in Special Education, Extensive Support Needs for Nancy Amezquita to serve as a second and third grade moderate to severe teacher at McAuliffe School for the 2023-24 school year, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section D: Action Items

Approval of a Variable Waiver for Multiple Subject, BCLAD, Basic Skills for Linda Hernandez Quintana to Serve as a Dual Language Instruction (DLI), Fifth Grade Teacher at McKinna School for the 2023-2024 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Variable Waiver for the Multiple Subject Program, BCLAD, and Basic Skills for Linda Hernandez Quintana to serve as a Dual Language Instruction (DLI), fifth grade teacher at McKinna School for the 2023-24 school year until the employee completes a teaching credential program.

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 Multiple Subject Program, BCLAD, and Basic Skills waiver for Linda Hernandez Quintana to serve as a Dual Language Instruction (DLI), fifth grade teacher at McKinna School for the 2023-24 school year, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 23, 2023

Agenda Section: Section D: Action Items

Approval of an Administrative Service Credential Waiver for Jonathan Lever to Serve as Assistant Principal at Lemonwood School for the 2023-2024 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Variable Waiver for Administrative Service Credential, as described under Education Code 44270, for Jonathan Lever to serve as an Assistant Principal at Lemonwood School for the 2023-24 school year until the employee completes the required exams for the 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 Administrative Service Credential waiver for Jonathan Lever to serve as an Assistant Principal at Lemonwood School for the 2023-24 school year, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 23, 2023

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption – Revisions to BP 3555 Nutrition Program Compliance (Mitchell/Lugotoff)

Board Policy BP 3555 Nutrition Program Compliance has been updated based on the recommendations by CSBA (California School Board Association). New language is underlined in red text and removed language appears with a strikethrough.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, and Director of Child Nutrition Services that the Board of Trustees approve and adopt the revisions to Board Policy BP 3555, as presented.

ADDITIONAL MATERIALS:

Attached: BP 3555 (7 pages)

Policy 3555: Nutrition Program Compliance

Status: ADOPTED

Original Adopted Date: 10/19/2011

The Governing Board ~~of Trustees~~ recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate ~~against him/her because of his/her race, color, national origin, gender, sex, sexual orientation, disability~~, or on any other basis prohibited by law~~, in its implementation of such a program.~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 3550 - Food Service/Child Nutrition Program)~~

~~(cf. 3552 - Summer Meal Program)~~

~~(cf. 3553 - Free and Reduced Price Meals)~~

~~(cf. 5030 - Student Wellness)~~

Compliance Coordinator

The Board shall designate~~s~~ a ~~the~~ compliance coordinator ~~officer~~ for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures~~, as coordinator of the district's efforts to comply with the laws governing its nutrition programs and~~ to ~~investigate any related~~ ensure compliance with the laws governing the district's nutrition programs. ~~complaints. Any complaint concerning the district's nutrition programs shall be investigated using the process identified in the section entitled "Procedures" in the district's AR 1312.3 - Uniform Complaint Procedures.~~

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

The responsibilities of the compliance coordinator include, but are not limited to:

1. Providing the name of the compliance coordinator, the Section 504 coordinator, and Title IX coordinator, if different from the compliance coordinator, to the California Department of Education (CDE) and other interested parties
2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff. The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service
3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs
4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants

5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below
6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency
7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities
8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet
9. Implementing procedures to process and resolve civil rights complaints, including alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability, and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary
10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

~~The coordinator shall provide training on the laws, regulations, procedures, and directives related to the district's nutrition programs to district employees involved in administering them. The coordinator also shall develop procedures and systems that do not restrict the participation of individuals in the district's nutrition programs, based on their race, ethnicity, or disability, and that prevent district employees from incorrectly denying the applications for participation submitted by such individuals.~~

~~The coordinator shall develop and maintain a system for collecting racial and ethnic data of participants in the district's nutrition programs and shall, at least annually, report to the Board on whether the district's nutrition programs are effectively reaching eligible individuals and whether and where additional outreach may be needed.~~

~~(cf. 5022 - Students and Family Privacy Rights)~~

~~(cf. 5125 - Student Records)~~

~~When a significant number of participants or potential participants in the district's nutrition programs are only non-English speakers, the coordinator shall make an appropriate language translation available.~~

~~(cf. 5020 - Parent Rights and Responsibilities)~~

~~(cf. 6020 - Parent Involvement)~~

~~(cf. 6174 - English Language Learners)~~

~~The coordinator also shall ensure that the district's nutrition programs accommodate the special dietary needs of any individual with a disability who has on file a medical statement that restricts his/her diet because of his/her disability.~~

~~(cf. 5141.27 - Food Allergies/Special Dietary Needs)~~

~~(cf. 6159 - Individualized Education Program)~~

~~(cf. 6164.6 - Identification and Education Under Section 504)~~

Notifications

The compliance coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster, or a substitute poster approved by USDA's Food and Nutrition Service, ~~other approved Nutrition Programs Civil Rights posters are~~ is displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

~~Annually,~~ T~~t~~he compliance coordinator shall notify the pubic, all program applicants, participants, and potentially eligible persons of their rights and responsibilities and steps necessary to participate in the nutrition programs, including ~~all students, parents/guardians, and employees of~~ program requirements and program availability. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that ~~for filing~~ a complaint~~,~~ may be filed anonymously or by a third party. ~~through the district's usual means of notification.~~

~~(cf. 4112.9/4212.9/4312.9 - Employee Notifications)~~

~~(cf. 5145.6 - Parental Notifications)~~

In addition, the compliance coordinator shall ensure that all forms of communication available to the public regarding program availability shall contain, ~~every informational release, publication, or poster concerning the district's nutrition programs and/or activities includes,~~ in a prominent location, the most current version of the nondiscrimination statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district. ~~the following statement:~~

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, menus, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

~~"In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating~~ A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, sexual orientation, gender identity, age, ~~religion, political beliefs,~~ or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at any of the following: (5 CCR 15582). ~~In addition, California law prohibits discrimination on any basis identified in Government Code 12940.~~

~~To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."~~

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
Phone: (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish)

Fax: (833) 256-1665 or (202) 690-7442
Email: program.intake@usda.gov

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

~~However, if the document is no more than one page and there is no room to print the full nondiscrimination statement, the district may instead use the statement "This institution is an equal opportunity provider" in the same print size as the rest of the text.~~

~~When a complaint is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies:~~

~~1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room 1500, Sacramento, CA 95814-2342 or call 916-445-0850 or 800-952-5609~~

~~2. Office of Civil Rights, USDA, Western Region, 90 Seventh Street, Suite 10-100, San Francisco, CA 94103 or call 415-705-1336 or fax 415-705-1364 or email Joe.Torres@fns.usda.gov~~

~~3. USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TYY)~~

Complaints Regarding Noncompliance with Program Requirements

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses in relation to any child nutrition program specified in Education Code 49550-49564.5 shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints against a program operator that is not an educational agency shall be filed with or referred to CDE. (5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's duly authorized representative by phone, email, or letter. The 16 Policy Reference Disclaimer: complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

1. A statement that the district has violated a law or regulation relating to its child nutrition program
2. The facts on which the statement is based
3. The name of the district or the school against which the allegations are made
4. The complainant's contact information
5. The name of the student if alleging violations regarding a specific student

The district shall investigate and prepare a written report pursuant to 5 CCR 4631. (5 CCR 15583)

Unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 60 days of the district's receipt of the complaint. (5 CCR 15583; 5 CCR 4631)

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15580-15584	Child nutrition programs complaint procedures
5 CCR 3080	Applicability of uniform complaint procedures to complaints regarding students with disabilities
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 42238.01	Definitions for purposes of funding
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49490-49590	Child nutrition programs
Pen. Code 422.6	Crimes; harassment

Federal References	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act
28 CFR 36.303	Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.1-100.13	Nondiscrimination in federal programs; effectuating Title VI
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 106.1-106.61	Discrimination on the basis of sex; effectuating Title IX
34 CFR 106.9	Severability
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
7 CFR 210.19	National School Lunch Program; additional responsibilities

7 CFR 210.23	National School Lunch Program; district responsibilities
7 CFR 215.14	Special Milk Program; nondiscrimination
7 CFR 215.7	Special Milk Program; requirements for participation
7 CFR 220.13	School Breakfast Program; special responsibilities of state agencies
7 CFR 220.7	School Breakfast Program; requirements for participation
7 CFR 225.11	Summer Food Service Program; corrective action procedures
7 CFR 225.3	Summer Food Service Program; administration
7 CFR 225.7	Summer Food Service Program; program monitoring
7 CFR 226.6	Child and Adult Care Food Program; state agency administrative responsibilities
7 CFR 250.15	Out-of-condition donated foods, food recalls, and complaints

Management Resources	**Description**
California Department of Education Publication	Civil Rights and Complaint Procedures, U.S. Department of Agriculture Child Nutrition Programs, June 2018
U. S. Department of Agriculture Publication	USDA Nondiscrimination Statement, December 2022
U.S. Department of Agriculture Publication	Application of Bostock v. Clayton County to Program Discrimination Complaint Processing – Policy Update, CRD 01-2022, May 2022
U.S. Department of Agriculture Publication	Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005
U.S. DOE Office for Civil Rights Publication	Notice of Non-Discrimination, August 2010
Website	U. S. Department of Agriculture, And Justice for All Posters
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Agriculture, Office for Civil Rights
Website	U.S. Department of Agriculture, Food and Nutrition Service
Website	California Department of Education, Nutrition Services Division
Website	U.S. Department of Education, Office for Civil Rights

Cross References	**Description**
0410	Nondiscrimination In District Programs And Activities
1100	Communication With The Public
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees

1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	**Uniform Complaint Procedures -**
1312.3-E(2)	**Uniform Complaint Procedures -**
3312	Contracts
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3552	**Summer Meal Program**
3552	**Summer Meal Program**
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4231	Staff Development
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5030	Student Wellness
~~5030~~	~~Student Wellness~~
5125	Student Records
5125	Student Records
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5145.13	**Response To Immigration Enforcement**
5145.13	**Response To Immigration Enforcement**
5145.6	Parent/Guardian Notifications
5145.6-E~~-PDF~~(1)	Parent/Guardian Notifications
6159	Individualized Education Program
6159	Individualized Education Program
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
9321	**Closed Session**
9321-E(1)	**Closed Session**
9321-E(2)	**Closed Session**

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 23, 2023

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption – Revisions to E 9270 Conflict of Interest (Mitchell)

Revisions the district's Conflict of Interest Code, E 9270 were made to designated positions due to new position titles created and the elimination of position titles. These changes will be forwarded to the County Clerk of the Board's office after the revised policy is adopted at second reading.

New language is underlined in red text and removed language appears with a strikethrough.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, that the Board of Trustees approve and adopt the revisions to Board Policy E 9270, as presented.

ADDITIONAL MATERIALS:

Attached: E 9270 (3 pages)

CONFLICT OF INTEREST

Conflict of Interest Code of the Oxnard School District

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

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

APPENDIX

Disclosure Categories

1. **Category 1:** A person designated Category 1 shall disclose:

   a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

   b. Investments or business positions in or income (including gifts, loans, and travel payments) from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.

2. **Category 2:** A person designated Category 2 shall disclose:

   a. Investments or business positions in or income (including gifts, loans, and travel payments) from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.

   b. Investments or business positions in or income (including gifts, loans, and travel payments) from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

CONFLICT OF INTEREST (continued)

3. **Full Disclosure:** Because it has been determined that the district's Board members and Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:

   a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

   b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

Designated Position	# of Positions	Disclosure Category	Filing Officer *
Board of Trustees Members	5	3	COB
Personnel Commission Members	3	1	OSD
District Superintendent	1	3	OSD
Associate Superintendent	1	1	OSD
Assistant Superintendent	2	1	OSD
Executive Director, Teaching and Learning	**1**	**2**	**OSD**
Chief Information Officer	**1**	**2**	**OSD**
Director, Certificated Human Resources	**1**	**2**	**OSD**
Director, Child Nutrition Services	**1**	**2**	**OSD**
Director, Classified Human Resources	**1**	**2**	**OSD**
Director, Enrichment and Specialized Programs	**1**	**2**	**OSD**
Director, Facilities	**1**	**2**	**OSD**
Director, Fiscal Services	**1**	**2**	**OSD**
Director, Network Operations	**1**	**2**	**OSD**
Director, Pupil Services	1	2	OSD
Director, Purchasing	**1**	**2**	**OSD**
Director, School Performance and Student Outcomes	1	2	OSD
~~Director, Teaching and Learning~~	~~1~~	~~2~~	~~OSD~~
Director, Special Education	1	2	OSD
~~Director, Early Childhood Education Programs~~	~~1~~	~~2~~	~~OSD~~
~~Director, Finance~~	~~1~~	~~2~~	~~OSD~~
Director, Transportation	1	2	OSD
Principals	**~~21~~20**	**2**	**OSD**
Consultants	1	2	OSD

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

CONFLICT OF INTEREST (continued)

Disclosures for Consultants

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

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

1. Approve a rate, rule, or regulation

2. Adopt or enforce a law

3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement

4. Authorize the district to enter into, modify, or renew a contract that requires district approval

5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract

6. Grant district approval to a plan, design, report, study, or similar item

7. Adopt or grant district approval of district policies, standards, or guidelines

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

Agenda Section: Section G: Conclusion

Interim 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: Dr. Anabolena DeGenna **Date of Meeting:** August 23, 2023

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 23, 2023

Agenda Section: Section G: Conclusion

ADJOURNMENT

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez ___, Rodriguez___ , Gonzales ___ , Lopez___, Robles-Solis ___

Anabolena DeGenna, Ed. D.
Interim 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 18th, 2023.

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A